VII

VII/101

REPORT

ON

PUBLIC INSTRUCTION

IN THE

NORTH-WESTERN PROVINCES AND OUDH

FOR THE YEAR ENDING 31ST MARCH, 1880.

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VII/101

ALLAHABAD:

NORTH-WESTERN PROVINCES AND OUDH GOVERNMENT PRESS.

1880.

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REPORT

ON

PUBLIC INSTRUCTION IN THE N.-W. P. AND OUDH,

For the year ending 31st March, 1880.

SECTION I.—Introduction and General Summary.

INTRODUCTION AND GENERAL SUMMARY.

The malarial fever which, during the autumn and winter months, prevailed with more or less intensity in nearly all the districts of these provinces, has very seriously affected the progress of public instruction. Middle and lower schools have suffered most severely, and scarcely a school or college has altogether escaped the affliction. Many teachers and many thousands of pupils died. Many schools were deserted and closed. Some were kept open under difficulties, with a reduced number of teachers and mere skeletons of classes. In every school, from death and illness, the numbers on the roll and the daily attendance diminished. Study was almost universally interrupted. Many of the candidates for the various examinations were too much enfeebled to present themselves, and many of those who appeared were unable to do themselves justice. The gloom of this unexpected affliction must overshadow the whole of my report.

2. No very important administrative or financial changes have been introduced during the past year. Deputy Inspectors have been appointed for the new districts of Pilibhít and Ballia. The districts of Mirzapur and Benares have been placed under the supervision of a single Deputy Inspector, a change which, though recommended by the Inspector and approved by the Commissioner, is not regarded as satisfactory by the district school committee of Mirzapur, who fear that their backward district will not be sufficiently inspected. An assistant has been given to the Professor of Physical Science at the Muir Central College. The non-graded officers of the department have been arranged in classes according to the salaries they draw, a change which, while it in nowise affects the former rank and position of any officer, will enable the head of the department to recommend or make promotions without the necessity of transfer, and will in many ways facilitate his administration. Steps have been taken to reduce the number of Sub-Deputy Inspectors, and none have been appointed for Pilibhít and Ballia. At Jaunpur, the Oriental zila school has been converted into a middle English school of the ordinary type, and a handsome well-built school-house has been completed and formally opened for the accommodation of its increasing classes. In Oudh the zila schools at the chief stations have been strengthened on their English side. The Anglo-vernacular schools at tahsíl stations, which were dying out from want of pupils, have been abolished, and vernacular schools teaching up to the middle class examination have been established in their places. Some middle vernacular schools, badly situated and thinly attended, have been reduced to the rank of village schools. An improved agency for training village schoolmasters has been introduced. A Government Sanskrit school—the first of its kind—has been established at Ajodhya. A few useless girls' schools have been closed, and the costly and unnecessary book depôt will be allowed to die out. The prospective savings to be effected by these changes in Oudh are about Rs. 13,000 a year. Nothing useful has been sacrificed, and efficiency as well as economy has been steadily kept in view. The credit of carrying out this reformation is due to Mr. Nesfield, the Inspector.

3. In attendance of pupils there is a deplorable decrease. The total number attending colleges and schools of recognized standing of all classes was on the 31st of March last 222,117 against a total in the preceding year on the same day of 242,580. The schools were beginning to recover from the effects of the terrible epidemic when these returns were sent in. If pupils in attendance had been numbered in October or November the decrease would have been more than twice as great. The falling off in numbers from this cause is chiefly in middle and lower schools. High schools also have suffered to some extent. The decrease in the number of college students is mainly due to other causes which will be noticed in their appropriate place.

4. The following table shows the net cost to the State of the Education Department in the year under review:—

	Rs.
Grand total expended	20,10,378
Non Government contributions	4,84,753
Net Government expenditure	15,25,625

INTRODUCTION AND GENERAL SUMMARY.

5. Receipts and expenditure are summarized as follows for the past and the preceding year :—

Receipts.	1878-79.	1879-80.	Expenditure.	1878-79.	1879-80.
	Rs.	Rs.		Rs.	Rs.
Municipal grants ...	41,982	47,625	Direction ...	35,341	35,264
Subscriptions and donations, &c.	1,83,314	1,93,976	Inspection ...	2,11,010	2,14,608
Fees ...	1,92,909	1,49,577	Instruction, including grants-in-aid.	18,81,126	17,13,227
Endowments ...	90,784	93,575	Building grants ...	13,411	9,525
			Miscellaneous, including scholarships.	42,896	37,754
Total ...	5,08,989	4,84,753	Total ...	21,83,784*	20,10,378

The apparent decrease under the head of instruction and the greater part of the decrease in total expenditure is due to the omission from this year's statements of Roorkee College, whose statistics cannot be made to fit into the new forms. The Principal submits a full report to the Government; the expenditure is defrayed from imperial revenues, and figures which would only mislead are better omitted. The expenditure on Roorkee College for the past year is Rs. 1,38,888, and when this sum is added to the past year's expenditure or deducted from the expenditure of the preceding year, the net decrease in expenditure in 1879-80 is Rs. 34,518.

6. The following table summarizes in brief detail the leading statistics for the past year of all classes of schools, and compares them with the figures for the preceding year :—

Schools.	Number of schools.		Number of students.	
	1878-79.	1879-80.	1878-79.	1879-80.
I.—Government Schools—				
Colleges	5	4*	462	441
High and Middle	581	568	6,606	6,270
Lower	5,681	5,785	208,330	194,877
Special	19	20	969	401
II.—Aided Schools—				
Colleges	4	6	235	263
High and Middle	92	100	3,505	3,462
Lower	262	260	14,930	14,329
Special	3	3	211	203
III.—Private Schools—				
Colleges	3	2	45	25
High and Middle	11	6	383	203
Lower	346	56	6,850	1,643
Special	2	...	63	...
Total	7,009	6,810	242,580	222,117
Total average attendance	...	...	191,604	164,460
Total cost to provincial funds	1878-79	Rs.	16,74,795	
	1879-80	Rs.	15,25,625	

7. The general results of the University Examinations may be summarized as under :—

Examination.	Number of candidates.		Number passed.		Percentage passed.	
	1878-79.	1879-80.	1878-79.	1879-80.	1878-79.	1879-80.
Entrance ...	385	380	201	151	52·2	39·7
F. A. ...	90	92	36	46	40·0	50·0
B. A. ...	37	41	18	17	48·6	41·4
M. A. ...	5	4	5	3	100·0	75·0
Total ...	517	517	260	217	50·2	41·9

8. In the departmental middle class Anglo-vernacular examination 222 passed out of 807 candidates against 130 out of 800 in the preceding year. In the vernacular examination the number of successful candidates was 356 out of 829 against 230 out of 1,098 in 1878. In the North-Western Provinces the upper primary

* Exclusive of Roorkee College

examination has been passed by 4,689 boys and 132 girls, and the lower primary by 13,824 boys and 456 girls. The numbers for Oudh are not given in the statements furnished by the Inspector, who informs me, on inquiry, that they are, respectively, 2,501 and 5,050 for the two examinations. INTRODUCTION AND GENERAL SUMMARY.

9. The returns show that 666 students have obtained employment in the public service on salaries varying from Rs. 1-8-0 to Rs. 250 a month.

10. University education is still unappreciated by the wealthy, and the colleges have received an unusually small number of scholars from the high schools. In schools for secondary and primary instruction there are signs of decided improvement in the teaching, and school committees and the Educational department are doing all they can to raise the condition and better the quality of the schoolmasters on whom finally all success depends.

SECTION II.—CONTROLLING AGENCIES.

11. The system of departmental control has remained unaltered; but in colleges and inspectional divisions there have been important changes of officers. The Muir Central College has remained during the year under the superintendence of Mr. Harrison; and during Mr. Boutflower's extended furlough Mr. Kennedy has continued to officiate as Professor of Mathematics. Mr. Deighton, Principal of Agra, was absent on furlough for six months. Mr. Thomson officiated for him, and Mr. Kibbie of Benares was transferred to Agra as Professor of English Literature in Mr. Thomson's place. Babu Umesh Chandra Sanyal, Professor of Mathematics, was transferred in the same capacity from Agra to Benares, and Pandit Ramásankar Misr, who took honours in mathematics from Benares, was appointed to the vacant professorship at Agra. At Benares there have been more important changes. Mr. Nesfield, the Principal, was transferred as Inspector to the Oudh Division, vacated by Mr. Lloyd, who obtained a year's furlough in November last,—a familiar and congenial sphere of labour, with ampler room for the utilization of local knowledge and the beneficial exertion of administrative ability. Dr. G. Thibaut, of whose attainments as a Sanskrit scholar I have often made mention, succeeded by the right of the fittest to the principalship. Mr. Lee, the newly-appointed Professor of Physical Science, was allowed to resign his post. He did not, and would not, understand his position as the Principal's subordinate and assistant. Pandit Lakshmisankar Misr, Professor of Mathematics, was appointed on probation to the vacated Professorship of Physical Science, a subject which he had taught from the foundation of the chair till Mr. Lee's arrival with zeal, intelligence, care, and success. Babu Umesh Chandra Sanyal was transferred from Agra as Professor of Mathematics. During Mr. Kibble's deputation to Agra Pandit Umasankar Misr officiated as Professor of English Literature. CONTROLLING AGENCIES.

12. Among the Inspectors changes have been fewer. Mr. Lloyd, Inspector of the Oudh Division, took furlough for a year from November last, and was succeeded, as I have already said, by Mr. Nesfield. Mr. DeMello, Headmaster of Hume's High School, Etáwah, was appointed to officiate for the second time in the Benares Division. The Inspectors of the remaining divisions have, with the exception of short absence on privilege leave, remained at their posts during the past year. In high schools, Mr. Harris of Mirzapur succeeded Mr. DeMello, and was himself succeeded by Mr. Casabon of Meerut, whose place is temporarily occupied by Munshi Haradeva Prasad of Budaun. In middle English schools Pandit Umásankar Misr, of Allahabad High School, succeeded Munshi Haradeva Prasad at Budaun, and Mr. Welby, of Bulandshahr, and Pandit Ram Narayan II., of Bareilly, exchanged appointments.

13. As regards the general working of our controlling agencies, my last year's remarks need no addition or modification, and their mere repetition here would be superfluous. With the unfortunate exception of Benares College, Principals and Professors have worked well together; and Inspectors have been active and generally attentive to their duties. Headmasters of high and middle schools have done their best in a most disastrous year, and fallen numbers and poor examination results cannot be attributed to incompetence or negligence on their part. With some few exceptions—which have been dealt with departmentally,—Deputy Inspectors have discharged their duties faithfully. One Deputy Inspector in Oudh was for some time under suspension on account of serious charges that had been brought against him, but he was acquitted after a very long and carefully conducted investigation. Another Deputy Inspector, Maulvi Kurban Ali, was allowed to resign the service for which his manners and behaviour had rendered him unfit

14. Abstracts of the District School Committees' Reports are submitted separately as an appendix to this report. They show in most cases continued and increased attention to the important duties with which the committees have been entrusted, and that a fair and encouraging measure of success has been attained, especially in those districts where the secretaries have been covenanted officers of local knowledge and experience.

SECTION III.—UNIVERSITY EDUCATION.

15. The Muhammadan Anglo-Oriental College at Aligarh has been added in this year's report to the number of aided arts colleges; and Roorkee College, for reasons UNIVERSITY EDUCATION.

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already given, has been omitted from the returns. In the Government English Colleges the number of students has fallen again from 172 in 1879 to 148, the Muir Central College having lost nearly a fourth of its total numbers.

In the Aligarh College there are 20 students reading for the First Arts examination, and in the college department of the London Mission High School at Benares there are 11 students in the 1st and 2nd years' classes. In Canning College the number of students in the English Arts Department has risen from 82 to 99, exclusive of 14 in the Unaided Department of the College. The Benares Sanskrit College shows 293 students against 279 last year, and there is no doubt that this number will steadily increase. In the colleges or departments for professional training (omitting Roorkee) the number of students is 37, a decrease of 18 when the 11 Roorkee students, who appeared in last year's returns, are deducted. For this decrease the Allahabad Aided Law Class is responsible.

16. In the honour examination the Muir Central College—now the only Government College in which students are encouraged to read up to this test—passed its three candidates in physical science and one out of its two candidates for the M. A. degree without honours in the same subject, a result very creditable to the students and to Mr. Hill, the Professor who taught them, and almost equal to the result of the preceding year's examination when four students gained honours in physical science. No other college sent up candidates for this examination. One student from Canning College presented himself for the B. L. examination, but failed to pass.

17. In the B. A. examination 3 students passed from Agra College, 5 from Allahabad, and one from Benares, making a total of only 9 successful candidates out of 29 as against 14 out of 27 in the preceding year. As compensation, however, for this falling off in numbers, 2 students were placed in the first division, which last year had not a single representative from the North-Western Provinces. Oudh, represented by Canning College, passed 8 candidates out of 12 as against 4 out of 8 last year, a very creditable result as far as mere numbers go, but less satisfactory when judged by the position of the students in the class list, as none was placed in the first division. The percentage of successful candidates was 31·03 for the North-Western Provinces and 66·66 for Oudh, the former being considerably below the usual figure and the general average, and the latter being well above both. The percentage for the North-Western Provinces last year was 51·85 and for Oudh 50. The percentage for Bengal this year was 34·35, and the general percentage for the whole of the provinces over which the jurisdiction of the University extends was 35·10.

18. Allowing one mark for a student passed in the 3rd division, 2 marks for the 2nd, and 3 for the first, which is a fair if somewhat rough test, the result of this examination is for the North-Western Provinces equal to that of last year, and for Oudh it is better. By the same test Canning College stands first in merit, Allahabad second, Agra third, and Benares fourth and last.

19. The results of the First Arts examination are very satisfactory both in the number and the quality or position of successful candidates, 37 passing out of 70 from the North-Western Provinces as against 23 out of 71 in 1878, and 9 out of 22 from Oudh as against 13 out of 21. The percentage of passed students is 52·85 for the North-Western Provinces, and 40·90 for Oudh, the percentage for Bengal being 28·71, and the total percentage for the whole number of affiliated colleges being 30·76. Agra passed 5 students out of 10; Allahabad, 14 out of 23; Benares, 10 out of 24; Canning College, 9 out of 22; L. M. S. School, Benares, 3 out of 6; St. John's, Agra, all its 3 candidates; and 2 private students out of 4 passed.

20. The following account of the progress or condition of the colleges is taken from the reports of the Principals:—

Mr. Deighton, Principal of Agra College, says—"The most important feature in the twelve months was the loss of students and the interruption of work caused by the malarious fever which raged from the middle of July to the middle of November. During the eighteen years that I have known the college, though sicknesses of various types have prostrated the boys and thinned their numbers, nothing like this visitation has befallen us. Its influence was of course shown in the results of the examinations, both as to the number of successful candidates and the places obtained by those candidates. But, on the whole, we may be said to have done perhaps more than fairly. The result of the F. A. examination was five passing out of ten, one in each of the two first divisions, and three in the third, while for the B. A. we had one in each division and two failures. The general average of successes and failures in the total number of colleges justifies me, I think, in using the words "more than fairly." But it must be remembered that there are two standards by which the success of a college must be estimated. The first is the actual number of students that are year by year sent out into the world with a respectable education, such as is represented by passing the University examinations, more especially the higher examinations; the second is the relative number of successful to unsuccessful candidates. And though it is by this latter standard that the work done in a college can be most fitly gauged, it is by the former that we must measure the

benefits which a college confers on the people. Thus judged, we cannot pretend to class ourselves with the larger colleges of Bengal, nor, for instance, with such a college as that at Lucknow. Nor do I see much reason to hope for any large increase in our college rolls, for many years to come at all events. The tendency is perhaps rather the other way. For though the number of candidates who pass the entrance examination from schools in our neighbourhood is steadily on the increase, there are causes at work to prevent their going on with their education at this college. In one direction we have a competitor in the very successful, and very justly successful, college at Aligarh. To that college resort, and will hereafter resort in still larger numbers, not only boys brought up in the Aligarh district, but boys from the schools in the neighbouring districts to the north and north-west of these provinces. In another direction we have a still more formidable rival in the Allahabad College. And it is but natural that students should be attracted to a foundation which, in addition to greater wealth of endowments, enjoys a larger staff of officers and affords facilities for instruction that do not belong to us. For these reasons I am forbidden to calculate on any great expansion of our college department. It stands now in point of numbers pretty much as it stood eighteen years ago, the only difference being that we have a somewhat larger number of students who stay with us till the B. A. examination. One measure, adopted some years ago, and no doubt wisely adopted, by the Government, was the refusal to allow scholarships to students who, having passed the B. A. examination, might wish to read at this college for the higher degree of M. A. This I believe to be another obstacle to anything like full college classes here. A student who starts with the idea of continuing his education to its furthest point will, other things being equal, choose that college at which he can read from first to last. He likes to get used to a place, he likes to get used to his teachers, their ways, and their system of instruction, and, in such objection to changing, his instincts guide him rightly. But be the causes what they may, the fact remains that this college is scarcely larger than it was in 1862, and this in itself is proof that from one point of view it is not a successful college.

"The boarding house with at one time as many as 90 inmates, an inconveniently large number, which by withdrawals due to sickness fell to 68, was well managed throughout the year by its Superintendent, Pandit Saligram; and it is this part of our college that I look upon with the most unqualified satisfaction. During my furlough my place was filled by Mr. Thomson, to whose energy and sound judgment I have great pleasure in ascribing a large portion of such success as we can claim. My thanks are also due more especially to Babu Umesh Chandra, formerly Professor of Mathematics, and to his successor, Pandit Ramásankar, as well as to the Headmaster, Mr. Statham."

21. Mr. Harrison, Principal of Muir Central College, reports as follows:—"In the general department we sent up to the Calcutta University for honours in physics 4, of whom 3 passed, *viz.* 2 in the second division for honours, and one simply as M. A. As this class assembled late in the session and contained only students of mediocre ability, the result is very creditable to Mr. S. A. Hill, the Professor who taught them.

"For the B.A. degree we had 15 candidates, some of them failures of the previous year. Five only were successful, Gobind Prashad being placed in the first and 4 others in the third division. This was disappointing, and the more so by the rejection of Sundar Lal, who hitherto has always stood close behind Gobind Prashad. He devoted too much of his time to reading law, in which he recovers his credit by having passed in the highest or H. C. Pleadership grade. Next year he will go up again for the B. A. degree.

"Our F. A. class was stronger than usual, and did eminently well. It contained 23 candidates, but of these several were admittedly very inferior. One was absent from sickness, and only one unexpected failure occurred. Five came out in the first division, two in the second, and seven in the third. All the Professors may feel proud of their share in this result.

"The examination of the first and third years' classes was conducted by myself and the Professors. The tabular results show, on the whole, steady work and fair proficiency.

"Our present classes contain the following numbers:—

	1st April, 1880.	1st April, 1879.
M. A.	4	5
B. A.	10	16
Third year	15	8
F. A.	19	29
First year	11	19
Total	59	77

The falling off in numbers, amounting to one fourth of the total, is serious. It overthrows not only my earlier anticipations, formed when the college was first established, but my very reasonable conclusions expressed last year on receiving the new rules for admission to the pleadership examinations. These require the F. A.

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certificate from candidates for the High Court grade, and their direct effect therefore is to draw many into the lower classes of our general department. Yet it is in these very two classes that the diminution occurs. Two circumstances will in a great measure explain this unsatisfactory falling off. The first is the result of the Calcutta University entrance examination last December. Though the ordinary numbers passed from the North-Western Provinces and Oudh, only one attained the first division.

"The result has been of much consequence to us under the operation of the rule which ordains that only those in the first division shall receive scholarships. This limitation does not obtain in the Central Provinces, and the Jubbulpore High School has now 17 in its first year and 20 in its F. A. class, or seven more than in this central college. The other circumstance is, that we have only an apology for a boarding-house here, in which respect we are invidiously alone. Benares, Agra, Lucknow, Bareilly, and Jubbulpore all have ample accommodation. The city of Allahabad lies at a distance from the college, and is relatively more crowded than Lucknow or others with which we should compare it. Strangers therefore find it more difficult to get any quarters at all, still more, suitable ones, which appear to be on careful inquiry fully 30 per cent. dearer than at Lucknow. Such considerations materially influence students in zila schools and their guardians in choosing their future college, and would seem to outweigh the undoubted advantages of a larger staff and a privileged law class which attach to us. I need only refer to my last year's report for further and urgent considerations regarding a boarding-house for the college, and only add that two-thirds of our students are from out-stations.

22. "In the law department the register of December, 1879, shows 31 students, thus distributed :—

Reading for the B. L. degree	5
In the final class for High Court examination	18
Do. preliminary ditto	8

"Of the 18 who had completed the two years' course of lectures, only 9 appeared in the High Court. Sundar Lál passed in the High Court grade, and one other in the upper subordinate grade, by which he is permitted to plead in zila courts. These figures may be slightly modified by the official return, but are approximate, and the best I can now give. No candidate had completed the three years' course for the B. L. degree, so as to be entitled to appear in the University examination. Sundar Lál has for himself vindicated the honour of the class, and though I consider the total result unsatisfactory, I am bound to state that the late suspension of the classes must have operated very unfavourably on their condition.

"There are this year on the register—

Reading for the B. L. degree	5
Do. final class	5
Do. preliminary	16

"In the vernacular law classes there were six students in December last. At the High Court, one obtained the upper and two the lower subordinate grade. Of the others I am ignorant from inability to identify them at once amongst several candidates of the same names. This result may be deemed satisfactory, but the class now contains only one student." The Sub-Professor proposes that the English and vernacular departments should be amalgamated under a single Professor, and that the lectures should be given in Urdu only. This plan is disapproved by the Principal as evidently inadequate to meet the requirements of the central college, and the temporary suspension of the vernacular class until students appreciate and join it appears to be inevitable.

23. Dr. Thibaut, Principal of Benares College, reports as follows :—"The total number of the students of the Sanskrit College in December, 1879, was 307 against 323 in December, 1878. The college lost during the year two Professors by death. The vacancies were filled up by the appointment of two of the best pupils of the distinguished Pandit Bala Sastri, our former Professor of Law.

"The annual examination in December was conducted on a new plan laid down by my predecessor (Mr. Nesfield), and comprised in addition to the written part an oral examination held by a committee of eight pandits. The results were satisfactory on the whole.

"It is to be regretted that the monthly publication of the Sanskrit College, the *Pandit* or *Kásívidyásudhánidhi*, had to be discontinued as the proprietor was not satisfied with the financial results. The paper was started in 1866, and soon won for itself a distinguished place among periodicals devoted to the promotion of oriental learning. A great number of Sanskrit texts have been edited in its columns, and the great accuracy and correctness distinguishing these editions, when compared with similar publications brought out in India, has repeatedly been noticed by some of the leading European scholars. I am at present trying to promote a new undertaking of a similar nature, by which the old reputation of the Sanskrit College, as advancing the cause of Sanskrit learning, not by its teaching merely but also by its literary activity, may to some degree be maintained.

"The Sanskrit library is greatly improving under the intelligent management of Pandit Dhundhiráj Sástri. The defective MSS. are being completed, a beginning has

been made with the binding of the more valuable MSS., and many important new MSS. have been purchased or copied for the library.

24. "The total number of students in the English college in December, 1879, was 56 against 63 in December, 1878. The college opened with 62 students in January, 1880. Of these, 38 are reading for the F. A. examination and 24 for the B. A.

"Out of 24 students who presented themselves for the F. A. examination, 10 passed, 1 in the 1st division and 3 in the 2nd, a fairly satisfactory result. The failures were equally divided among all subjects. The result of the B. A. examination was exceptionally unfavourable, as out of 9 students only 1 passed. The failures were most numerous in mathematics, and but for this subject two students more would have passed. The shortcoming in mathematics must, it appears, be ascribed to the repeated changes of Professors in the course of the two last years and to the illness of Babu Lakshmisankar Misra at the time when he was still Professor of Mathematics. The 1st and 3rd years' classes acquitted themselves satisfactorily in the local examination, except in physical science."

25. The Aligarh Muhammadan Anglo-Oriental College has not yet sent up candidates for the F. A. examination. St. John's College, Agra, and the London Mission High School, Benares, both aided as high schools, have each passed three candidates for this examination. These results are very creditable to those two institutions.

26. The Inspector of the Oudh Division reports as follows on the aided Canning College, which continues to be under the able superintendence of Mr. White, assisted by Mr. Gall and Mr. Pirie:—

"The Canning College (as distinct from the school attached to it) consists of an Arts department affiliated to the Calcutta University, an Oriental department affiliated to the Panjáb University College, and a Law department.

"*The Arts Department.*—On 31st March, 1880, there were 95 undergraduates on the rolls, besides 4 B. A. graduates, who are studying for the M. A. degree. Of these 95 undergraduates, 74 are studying for the First Arts certificate, and 21 for the B. A. degree. The average enrolment throughout the official year was 77, and the average daily attendance 66. Hence the numbers have considerably risen since the college re-opened after the Christmas vacation. The total cost of education per pupil, reckoned on the basis of the daily attendance, was Rs. 421, and the cost to Government Rs. 181. The fees charged vary according to the income of the parents, and are regulated by the scale noted in the margin. The fees are therefore much lower than what are charged at Government Colleges in these provinces. The total fee collections in the past year came to Rs. 503, which shows that each student on an average paid about 9 annas per mensem. The popularity of the college is due, however, far less to the lowness of the tuition fee than to the thoroughness and excellence of the training, and to the long-continued success of the students year after year in the University examinations. For the First Arts examination 20 candidates were presented, of whom 8 passed, all in the third division. This result is below that of the Government Colleges at Allahabad and Benares, but equal to that at Agra. The class (as Mr. White reports) was a legacy of bad material and worse workmanship handed down to them from the entrance class of 1877. Yet Mr. Pirie managed to pass 17 out of 20 in mathematics, and Mr. Gall the same number in chemistry. Twelve candidates appeared for the B. A. examination, of whom 8 passed, 3 in the second division, and 5 in the third,—a better result than was obtained at either of the three Government colleges in these provinces. Two of the students distinguished themselves so highly in the science examination that they were offered scholarships by the Calcutta University; which, however, they were obliged to refuse, as they had already accepted Government scholarships at the Allahabad College. There were no M. A. students in the year 1879. In the present year, 4 M. A. students have been entertained on scholarships at Rs. 15 each; but the question of the continuance of this system will depend upon the success or otherwise of the plan after one year's trial.

Up to Rs. 50	...	8 annas.
Rs. 50 to Rs. 100	...	Rs. 1
„ 100 to „ 200	...	„ 2
„ 200 to „ 400	...	„ 3
„ 400 to „ 600	...	„ 4
„ 600 and upwards	..	„ 5

27. "*Oriental Department.*—This department closed the year with an enrolment of 93 names,—44 Hindus, and 49 Muhammadans. The number of Arabic students is 32, of Persian 35, and of Sanskrit 26. The total cost of education per pupil, reckoned on the average daily attendance (which was 66), was Rs. 116. The efficiency or otherwise of this department is tested by the examinations of the Panjáb University College. Six candidates appeared in Arabic, but all failed. Five candidates appeared in Persian, and 4 passed. One candidate appeared for the Lower Sanskrit examination, and passed. Two more appeared for the Higher Sanskrit (pupils of Pandit Ganga Dhar Sástri), and both were successful. There are altogether three grades or class lists in connection with the Sanskrit examinations; and the second place on each list was taken by a Canning College student. In the senior Sanskrit class no fees are charged, and those charged in the other classes are very low. The amount allotted for scholarships for the current year is Rs. 47 per mensem. The amount varies from year to year according to the success of the students in the Lahore examinations.

UNIVERSITY EDUCATION.

28. "*The Law Department.*—The number of students on the rolls at the end of the year was 73. Of these, 64 were students from the Arts classes, and 9 were outsiders. The latter only pay fees, which in the first year amount to Rs. 2 per mensem, and in the second and succeeding years to Rs. 3. The students in the Law department are divided into three separate groups, (1) those preparing for the B. L. degree and for High Court pleaderships; (2) students from the B. A. classes; (3) students from the First Arts classes. There were no B. L. candidates last year, but 4 candidates appeared for the High Court examination. The results, however, have not yet been published. No First Arts man can be admitted to the High Court examination, unless he attends the Law lectures delivered at Allahabad for two successive years. An application was made from the Canning College that their own Law class might be permitted to enjoy the same privilege. The application was refused, and hence the popularity of the Lucknow Law department has suffered. Another circumstance detrimental to its success is the frequent, though unavoidable, absence of the Law lecturer, Babu Raj Kumár Sarbadhikari, B. L. His place is ably filled by Babu Sri Rám, B. L.; but the change of lecturers cannot but be disadvantageous."

29. The Inspector reports as follows on La Martinière College, his report being founded on the report of Mr. Sykes, the Officiating Principal:—"La Martinière College does not prepare its matriculated men for university certificates or degrees, but for the Roorkee Engineering College, the Accounts Branch of the Public Works Department, the Sub-Medical Department, &c. These students constitute what is called the senior class, and the examinations they undergo at Roorkee and elsewhere are considered equal in difficulty to that of the First Arts, Calcutta. At the close of the year this class consisted of 14 students, all of whom are learning Urdu, Hindi, and Latin, as well as English. The average cost per pupil in this class has been Rs. 215, of which Rs. 101 have been paid by each pupil himself in tuition fees. In the past year one student passed for the first, and another for the second, department at Roorkee, two more passed for the Sub-Medical Department, and one for the Dehri Training School. No candidate went up for the Gilchrist scholarship in 1879-80, as in the previous year, but one student went to England on his own account to pass at the London University. Mr. T. G. Sykes has had charge of the Principalship of La Martinière College since June, 1878, in the absence of Mr. Stobart, who took leave to England on that date."

SECTION IV. SECONDARY INSTRUCTION.

SECONDARY INSTRUCTION.

30. English high schools for boys are tested by the entrance examination of the University, and middle schools, English and vernacular, by the departmental middle class examinations. The following tables show the details of the entrance examination, 1879, school by school:—

Schools.	Number of candidates.	Number passed.			
		I.	II.	III.	Total.
NORTH-WESTERN PROVINCES.					
Government Schools.					
Benares	40	...	11	10	21
Agra	11	2	4	2	8
Bareilly	15	...	7	6	13
Allahabad	21	...	4	4	8
Etáwah	3	...	1	2	3
Moradabad	10	...	2	...	2
Mirzapur	3	...	1	1	2
Aligarh	8	...	1	...	1
Sháhjahánpur	4	...	1	1	2
Cawnpore	9	...	2	2	4
Muttra	4	...	...	2	2
Farukhabad	6	...	1	1	2
Bánda	3	...	...	...	...
Meerut	2	...	1	1	2
Total ...	139	2	36	32	70

Schools.	Number of candidates	Number passed. I.	II.	III.	Total.
NORTH-WESTERN PROVINCES—(*concluded*).					
Aided Schools.					
Jay Narain's College, Benares	12	...	1	...	1
London Mission High School, Benares	6	...	...	1	1
Bengalitola Preparatory School, Benares	7	...	1	2	3
St John's College, Agra	14	1	4	2	7
Victoria College, „	4	...	1	...	1
St Peter's College, „	4	...	...	1	1
Muhammadan Anglo-Oriental College, Aligarh ...	13	...	2	4	6
St George's College, Mussoorce.	3	...	...	1	1
Mission School for boys, Dehra	1	...	1	...	1
Ditto for girls „	1	...	...	...	...
Ditto ditto, Cawnpore	1	...	1	...	1
Christ Church School, „	3	...	...	1	1
Memorial School, „	1	...	...	...	...
High School, Allahabad	2	...	2	...	2
St. Peter's School, „	8	...	...	1	1
London Mission School, Mirzapur	1	...	...	...	...
Church ditto, Jaunpur	1	...	1	...	1
Victoria School, Ghazipur	5	...	...	1	1
Mission School, ditto	5	...	1	3	4
Ditto ditto, Azamgrah	4	...	...	...	...
Ditto ditto, Gorakhpur	6	...	...	1	1
Ditto ditto, Meerut	2	...	...	2	2
Total ...	104	1	15	20	36
Private Unaided.					
Mufid Khalaik School, Aligarh	1	...	...	...	...
Training School, Dehra	3	...	...	1	1
Anglo-Vernacular City School, Johnstonganj, Allahabad,	5	...	...	...	...
American Mission School, Allahabad	1	...	...	...	...
Mission Normal High School, Bareilly	11	...	...	...	...
Private Students	8	...	...	1	1
Total ...	29	...	...	2	2
GRAND TOTAL ...	272	3	51	54	108
OUDH					
Government Schools.					
Fyzabad	8	...	1	3	4
Bahraich	4	...	...	1	1
Hardoi	8	...	...	1	1
Bara Banki	5	...	...	...	...
Sultanpur	7	...	...	...	...
Unao	3	1	...	...	1
Lakhimpur	2	...	...	...	...
Gonda	5	...	...	1	1
Sultanpur	5	...	...	1	1
Rae Bareli	6	...	...	2	2
Partabgarh	7	...	3	2	5
Anglo-Vernacular Town School, Haidargarh	1	...	...	...	...
Total ...	61	1	4	11	16
Aided Schools.					
Canning College, Lucknow	23	1	8	5	14
Church Mission School, Lucknow	5	...	1	...	1
Anglo-Vernacular School, Balrampur	3	...	...	1	1
Total ...	31	1	9	6	16
Private Unaided.					
La Martinière College, Lucknow	13	3	4	3	10
Private Students	3	...	1	...	1
Total ...	16	3	5	3	11
GRAND TOTAL ...	108	5	18	20	43

SECONDARY INSTRUCTION.

31. The Government schools in the North-Western Provinces have passed 70 candidates with 2 in the 1st division against 89 with 16 in the 1st division in 1878; the aided schools have passed 36 against 42 in 1878, and the unaided schools 2 against 8. In Oudh the Government schools have passed 16 with 1 in the 1st division against 34 and 2 in the preceding year; the aided schools have passed 16 against 18, and the unaided schools 11 against 10. The grand total of passed candidates for the united provinces is 151 against 201 in 1878. This deplorable falling off may fairly be attributed to the long prevailing malarial fever. The material was of the usual quality, and neither teachers nor students nor examiners can be blamed for the unsatisfactory results of this important examination.

32. In the departmental Anglo-vernacular examination Government schools passed 151 students against 106 in 1878; aided schools 56 against 22, and 15 other students were successful against 2 in the preceding year. The following tables give details for all the schools:—

RESULT OF THE MIDDLE CLASS ANGLO-VERNACULAR EXAMINATION, 1879.

Government High Schools, North-Western Provinces and Oudh.

Schools.	Number of boys examined.	Passed.	Failed.	Details of failure.				Percentage of passed boys.
				English.	Second Language.	History and Geography.	Elementary Mathematics.	
NORTH-WESTERN PROVINCES.								
Agra	14	9	5	...	1	1	5	64
Allahabad	27	8	19	11	5	13	18	29
Aligarh	20	4	16	13	11	8	9	20
Bánda	11	1	10	3	6	6	7	9
Bareilly	23	13	10	3	9	2	8	56
Benares	28	4	24	15	16	9	19	14
Cawnpore	18	9	9	5	6	3	6	50
Etáwah	11	9	2	...	2	...	...	81
Farukhabad	7	4	3	1	3	1	3	56
Meerut	12	6	6	1	4	5	4	50
Mirzapur	7	3	4	2	4	2	3	42
Moradabad	11	3	8	2	4	4	6	27
Muttra	13	2	11	9	7	...	5	15
Sháhjahánpur	10	4	6	4	6	3	2	40
Total ...	212	79	133	69	84	57	95	37
OUDH.								
Bahráich...	14	1	13	5	6	13	12	7
Bara Banki	5	4	1	1	1	...	1	80
Fyzabad	14	5	9	5	5	6	7	35
Gonda	14	3	11	10	7	10	9	21
Hardoi	9	2	7	5	4	4	6	22
Lakhimpur	5	1	4	...	2	...	4	20
Partabgarh	13	8	5	3	2	4	4	61
Rae Bareli	12	...	12	9	10	5	11	...
Sitapur	9	6	3	...	2	1	2	66
Sultanpur	10	...	10	7	7	5	7	...
Unao	5	3	2	...	1	...	2	60
Total ...	110	33	77	45	47	48	65	30
GRAND TOTAL ...	322	112	210	114	131	105	160	34

Government Middle Schools, North-Western Provinces and Oudh.

Schools.	Number of boys examined.	Passed.	Failed.	Details of failure. English.	Second Language.	History and Geography.	Elementary Mathematics.	Percentage of passed boys.
North-Western Provinces.								
Saháranpur	6	2	4	...	2	3	2	33
Muzaffarnagar	4	3	1	...	...	1	...	75
Bulandshahr	4	1	3	...	2	3	2	25
Bijnor	8	7	1	1	1	1	...	87
Budaun	15	4	11	5	11	4	6	26
Etah	6	2	4	...	2	4	2	33
Mainpuri	4	2	2	...	...	1	2	50
Kálpi	2	...	2	1	2	...	1	...
Jhánsi	5	1	4	2	2	1	3	20
Lalitpur	3	1	2	...	1	...	2	33
Fatehpur	8	4	4	...	2	4	2	50
Hamírpur	2	1	1	1	1	1	...	50
Jaunpur	7	4	3	1	3	3	1	57
Total ...	74	32	42	11	29	26	23	43
Oudh.								
Haidargarh	4	1	3	2	1	1	3	25
Fatehpur	4	1	3	3	2	3	3	25
Zaidpur	1	1	...	...	...	...	...	100
Rudauli	1	...	1	1	1	1	1	...
Purwa	2	2	...	...	...	...	...	100
Shahabad	2	...	2	2	1	2	2	...
Sandila	1	...	1	...	...	1	1	...
Bilgrám	5	...	5	4	2	2	5	...
Malláwán	2	...	2	2	2	2	2	...
Muhamdí	5	...	5	4	2	3	5	...
Tánda	4	...	4	2	...	2	3	...
Akbarpur	6	...	6	6	6	5	5	...
Ajodhya	1	...	1	...	1	1	1	...
Colonelganj	2	1	1	...	1	1	1	50
Utraula	2	...	2	2	1	1	1	...
Jais	5	1	4	2	2	1	4	20
Total ...	47	7	40	30	22	26	37	14
Grand Total ...	121	39	82	41	51	52	60	32

Aided High Schools, North-Western Provinces and Oudh.

North-Western Provinces.								
Mission High School, Dehra	2	1	1	...	1	1	1	50
Church Mission School, Meerut	14	4	10	5	6	7	9	28
City Mission School, Sháhjahánpur	3	...	3	1	2	1	3	...
M. A. O. College, Aligarh	4	1	3	3	2	...	...	25
St John's College, Agra	12	3	9	3	7	3	7	25
Victoria School, Agra	10	6	4	1	1	2	4	60
Christ Church School, Cawnpóre	10	1	9	7	9	8	8	10
St. Peter's School, Allahabad	23	1	22	17	15	21	22	4
Church Mission School, Jaunpur	2	1	1	...	1	...	...	50
L. M. High School, Mirzapur	7	...	7	4	5	6	7	...
Jay Narayán's College, Benares	17	...	17	8	10	13	16	...
L. M. High School, Benares	17	...	17	9	13	13	16	...
Bengali tola Preparatory, Benares ...	7	...	7	4	6	6	7	...
Mission High School, Gházipur	14	4	10	7	8	9	8	28
Victoria High School, ditto	19	7	12	4	9	3	9	36
Church Mission School, Azamgarh ...	7	4	3	1	2	1	3	57
Ditto ditto Gorakhpur	16	4	12	4	8	10	11	25
Mission School, Almora	14	4	10	4	6	5	5	28
Total ...	198	41	157	82	111	109	136	20
Oudh.								
Canning College, Lucknow	32	6	26	7	18	8	20	18
Church Mission, Raja ka Bazar	13	1	12	7	9	9	12	7
Balrampur Aided School	5	...	5	4	5	5	5	...
Total ...	50	7	43	18	32	22	37	14
Grand Total ...	248	48	200	100	143	131	173	19

SECONDARY INSTRUCTION.

Aided Middle Schools, North-Western Provinces and Oudh.

Schools.	Number of boys examined.	Passed.	Failed.	Details of failure.				Percentage of passed boys.
				English.	Second Language.	History and Geography.	Elementary Mathematics.	
North-Western Provinces.								
Mission School, Saháranpur	15	1	14	10	9	11	11	6
Orman School, Roorkee	3	1	2	...	2	2	1	33
Subscription School, Háthras	3	...	3	3	2	2	3	...
Mission School, Moradabad	8	...	8	7	7	8	8	...
Mufid-i Am School, Agra	9	1	8	6	6	6	7	11
Subscription School, Fatehgarh	5	2	3	2	1	...	3	40
Ditto ditto, Gyanpur	1	...	1	...	1	1	...	...
Ditto ditto, Ballía	5	...	5	3	5	1	3	...
Church Mission School, Basti	1	...	1	1	...	1	...	...
Subscription School, Basti	2	...	2	2	...	2	1	...
Mission School, Paori	3	2	1	1	...	1	1	66
Total ...	55	7	48	35	33	35	38	12
Oudh.								
American Methodist Mission, Nakhás ...	2	1	1	1	...	...	1	50
Victoria Street City School, Lucknow, ...	1	...	1	1	1	1	1	...
Chruch Mission School, Ranikatra, Lucknow, ...	4	...	4	4	3	4	4	...
Anglo-Vernacular School, Muhamdabad, Sitapur,	1	...	1	1	1	...	...	...
Total ...	8	1	7	7	5	5	6	12
Grand Total ...	63	8	55	42	38	40	44	12

Private Schools and Candidates, North-Western Provinces and Oudh.

North-Western Provinces.								
Saháranpur	3	2	1	1	1	...	1	66
Meerut	2	1	1	...	...	...	1	50
Aligarh	2	...	2	1	...	2	2	...
Bareilly	2	1	1	...	1	...	...	50
Budaun	4	1	3	2	1	3	3	25
Bijnor	1	1	...	...	...	...	...	100
Agra	2	...	2	...	2	1	2	...
Etah	1	...	1	1	1	1	1	...
Farukhabad	1	...	1	1	1	1	1	...
Allahabad	10	1	9	8	5	6	9	10
Fatehpur	1	1	...	...	...	...	...	100
Jaunpur	1	...	1	...	...	1	1	...
Hamirpur	1	1	...	...	...	...	...	100
Benares	2	1	1	1	1	...	1	50
Mirzapur	1	...	1	1	1	1	1	...
Ghazipur	7	1	6	6	4	5	5	14
Total ...	41	11	30	22	18	21	28	26
Oudh.								
Lucknow	3	1	2	2	...	2	2	33
Fyzabad	6	1	5	3	2	4	5	16
Bahraich	2	2	...	...	...	...	...	100
Sitapur	1	...	1	1	1	...	...	...
Total ...	12	4	8	6	3	6	7	33
Grand Total ...	53	15	38	28	21	27	35	28

SECONDARY INSTRUCTION.

33. These results, when everything is considered, are not unsatisfactory. One reason why there are so many failures in this examination is that in many schools both masters and students regard the University entrance examination as the only goal worthy of their serious thoughts, and will not exert themselves to teach or learn thoroughly the subjects of study in the vernacular. Formerly many boys learnt some Euclid, History, and Geography in English by heart, and this (though they failed to understand what they learnt in this manner) certainly helped them to pass the entrance examination. This was "cramming" pure and simple, and though the number of successful entrance examination candidates has been reduced by its abolition, real education has greatly profited by the introduction of the system of imparting knowledge in these subjects in the vernacular of the students.

34. This examination was conducted by the Headmaster and teachers of Agra College School under the superintendence of the Officiating Principal. The papers were generally fair: for one or two that were unduly difficult allowance was made afterwards when the marks were added up and the results tabulated.

35. The following is an abstract statement of the results of the middle class vernacular examination. It shows a total of 356 passed candidates against 230 in 1878, a very satisfactory result, especially when the circumstances of the past year are taken into consideration, together with the fact that the number of candidates was less by some 270. There has been no doubt very marked and substantial improvement in the teaching of middle vernacular schools.

36. The examination was very carefully conducted by the native staff of the Muir College, with some assistance from outsiders, under the superintendence of Mr. Harrison, the Principal.

Abstract Statement of the Middle Class Vernacular Examination of 1879, North-Western Provinces and Oudh.

Schools.	North-Western Provinces.																								Oudh Province															Grand Total.		
	1st or Meerut division.			2nd or Agra division.			3rd or Rohilkhand division.			4th or Allahabad division.			5th or Benares division.			6th or Jhánsi division.			7th or Kumaun division.			Total.			1st or Lucknow division.			2nd or Sítápur division.			3rd or Fyzabad division.			4th or Rae Bareli division.			Total.					
	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.
Tahsíli	20	67	23	28	91	64	13	52	26	18	50	15	22	60	28	4	13	8	7	9	...	112	342	164	11	44	15	8	18	5	6	37	7	5	21	9	30	120	36	142	462	200
Halkabandi	9	22	7	24	38	25	17	42	14	21	31	6	43	85	35	3	6	1	1	1	...	118	225	88	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	118	225	88
Pargana	6	10	6	6	11	9	3	10	6	5	7	5	10	20	10	2	10	6	...	...	...	32	68	42	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	32	68	42
Inferior zila	...	...	...	1	2	2	2	4	2	...	...	...	2	6	3	...	...	...	...	...	...	5	12	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	12	7
Anglo-vernacular or Hindi branch (Etáwah).	...	...	...	1	4	3	...	...	...	...	...	...	1	1	1	...	...	...	...	...	...	2	5	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	5	4
Total ...	35	99	36	60	146	103	35	108	48	44	88	26	78	172	77	9	29	15	8	10	...	269	652	305	11	44	15	8	18	5	6	37	7	5	21	9	30	120	36	299	772	341
B. or aided	...	...	...	...	...	...	1	4	2	...	...	...	*4	25	8	...	...	...	...	...	...	5	29	10	1	6	1	...	...	...	...	...	...	...	...	...	1	6	1	6	35	11
C. or indigenous	1	2	1	2	3	2	2	9	...	1	1	1	...	...	...	1	4	...	...	...	...	7	19	4	...	...	...	...	...	...	1	3	...	...	...	...	1	3	...	8	22	4
Teachers	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	1	2	1	2	3	2	3	13	2	1	1	1	4	25	8	1	4	...	...	...	...	12	48	14	1	6	1	...	...	...	1	3	...	...	...	...	2	9	1	14	57	16
Grand Total ...	36	101	37	62	149	105	38	121	50	45	89	27	82	197	85	10	33	15	8	10	...	281	700	319	12	50	16	8	18	5	7	40	7	5	21	9	32	129	37	313	829	356
Grand Total of 1878 ...	46	152	45	58	165	79	54	141	28	85	168	14	96	265	21	15	32	10	8	14	3	362	937	200	16	67	7	17	48	8	5	21	5	8	25	10	46	161	30	408	1,098	230

* Including Jainarain's College.

37. The following remarks on high and middle schools arranged in the order of the divisions in which they are situated are taken from the reports of the Inspectors and other controlling officers.

38. *Meerut Division.*—The Inspector says "The numbers and average daily attendance were affected at both Meerut and Aligarh by sickness. The rolls this year contained 14 and 23 names respectively against 19 and 28 of last year. The Muhammadan College also seems to have affected the numbers at Aligarh. The results of the entrance examination too would probably have been better in the case of this school but for illness. As it was, only one student passed. Meerut, on the other hand, did better, passing two students. The previous year all failed."

"Four aided institutions come under the head of high English schools, namely, St. George's College, Mussooree, the Muhammadan College, Aligarh, and the Mission Schools at Dehra and Meerut. All four institutions were successful at the entrance examination, though the first and third only passed one student each. The Meerut Mission School passed two students, and the Muhammadan College six. I visited St. George's College in September last, and remarked in the log-book that only one student stood a fair chance of passing. It should be observed, however, that from the highest class of this college youths are sent up for the upper subordinate Roorkee examination, the candidates for the Calcutta examination from its 2nd class. The Dehra Mission High School contained but one student at the time of my visit. Sickness and other local causes had brought about this collapse."

39. "English middle schools comprise classes III.—V. of the five zila schools; of the mission schools at Dehra, Saháranpur, and Meerut; of the Muhammadan college, Aligarh; of the Háthras and Orman subscription schools; and of six municipal schools. There are also English departments attached to the Vernacular schools at Baraut, Bágpat, and Hápur, but the latter only contains primary English classes. These departments are supported by the municipalities. Twelve of these twenty institutions passed a greater or less number of boys at the middle class Anglo-vernacular examination. The Muzaffarnagar and Meerut zila schools acquitted themselves better than the rest. The Meerut mission school passed 4 out of 14, and the Aligarh zila school 4 out of 20. The Deoband municipal school passed 2 out of 3, and the Saháranpur zila school 2 out of 6. The zila school, Bulandshahr, and the Muhamadan college, Aligarh, each passed, 1 out of 4; the mission school, Dehra, 1 out of 2, the Orman school 1 out of 3, and the Saháranpur mission school 1 out of 15. The English Department at Baraut sent up one boy. He passed. The headmaster of Saháranpur zila school attributes the comparative failure of his 3rd class to sickness and consequent mental depression."

The headmaster of Bulandshahr attributes the poor results of the M. C. examination entirely to illness, whilst the headmaster of Aligarh considers the "results were satisfactory, as four boys passed in all subjects and one of them gained a a scholarship." He remarks that two boys passed in 1877, and three in 1878. The percentage of boys passed, in my opinion, is poor. There is no doubt that class promotions, as a rule, are not made with sufficient discrimination, and this, I think, is one great reason of the many failures at the middle class examinations. The parents are so anxious that their sons should rise quickly in the school, esteeming the contrary a disgrace, that the headmaster has need of some firmness to withstand their solicitations.

40. The aided high and middle English schools have suffered severely. The following remarks on their condition are mainly condensed from the Inspector's reports:—

M. A. O. College, Aligarh.—The college maintains its popularity. It has been strengthened by the appointment of a headmaster for the school department. The examination results are fairly satisfactory.

Mission High School, Meerut.—The 1st class contains two boys who ought to pass the University entrance examination this year. The 2nd class has improved in geometry. The 3rd class needs much practice in explaining in English. The 4th and 5th classes of the lower school write to dictation very badly. The 2nd class did very well in this subject. The building has been enlarged and improved.

St. Georges College, Mussooree.—The college was again successful at the Roorkee and Calcutta entrance examinations, having passed one student at the former and six at the latter, two of whom were in the 1st division. Every provision is made for the health and comfort of the boys.

Woodstock, Landour. The number of the pupils has increased, and would probably increase still more if there were more accommodation. The examination results were fairly satisfactory. The school is popular and useful.

Mission Girls' School, Dehra.—The number of pupils has increased to 140. Considering that the girls perform most of the household duties for themselves, the progress made in their studies is satisfactory.

Orman School, Roorkee.—The teachers are young and inexperienced, with the exception of the teacher of mathematics, and one is incompetent. The 4th class boys cannot explain in English the book they read, and they know very little geography and Urdú grammar. In the lower classes the boys did fairly in reading, writing, and arithmetic.

Mission School (boys'), Dehra.—The upper classes have been sadly thinned by illness and other causes, and the results of the examination were not satisfactory.

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Mission School, Saháranpur.—The 4th class boys write and translate fairly and are pretty good in grammar. The lower classes translate word for word and make nonsense of the original. The 7th class is good in arithmetic. The results of examination in Persian were not satisfactory.

Mission Orphanage, Saháranpur.—The pupils of the 1st and 2nd classes read pretty well, but do not understand the more difficult words of their lesson books. In dictation and arithmetic they did tolerably.

Orphanage, Roorkee.—In June, 1879, 30 orphans were sent to the school from Delhi. Three boys of the 1st class read, write, and translate very fairly. The result of the examination was on the whole, tolerably good.

S. P. and D. Railway School, Mussooree.—The two higher classes acquitted themselves creditably in reading, writing to dictation, and geography. The 3rd class consists of little children. The health and comfort of the pupils seem well provided for, and the school deserves the aid it receives from the Government.

Railway School, Saháranpur.—Unwillingness to pay fees and buy books and the frequent absence of the pupils render the school all but useless. Some compulsion is necessary.

Railway School, Gházíabad.—The examination results were fair. All the children of school-going age attend. They are well supplied with books and are making fair progress.

Railway School, Aligarh.—Progress has been interrupted by sickness and transfers. Discipline is lax, and the children are not properly classified.

C. M. S. School, Annfield.—The examination results were fair on the whole. Urdú is better known than Hindi, and the girls answered better than the boys.

Anglo-vernacular School, Háthras.—The number of pupils is less by 18. The classes from the 4th to the 7th, inclusive, write very fairly to dictation. The 4th class did fairly in English and arithmetic, and the 5th and 6th classes in reading and translation.

41.—"The vernacular schools of this Division comprise the 1st and 2nd classes of 38 tahsíli and pargana schools and of 18 Halkabandi. Of the latter, the Saháranpur district contains 4, Muzaffarnagar 2, and Aligarh 12. Seven of these H. B. schools were successful at the M. C. examination, *viz.*, 3 in Saháranpur, 2 in Muzaffarnagar, and 2 in Aligarh.

"The results of the M. C. examination were not brilliant, but many schools (especially in the Bulandshahr and Aligarh districts) were unable to send up any candidates at all, and a great number of those who did go up were suffering from the effects of illness. All the middle departments of the 18 H. B. schools, except that of Jhanjhana, in the Muzaffarnagar district, are ranked as inefficient by the Deputy Inspectors. Six of them each passed a boy at the M. C. examination. Of these 18 schools, 8 came to my camp during the tour."

AGRA DIVISION.

42. Of the Agra College school Mr. Deighton says: "Of the school department I may speak rather more hopefully (than of the college), for its numbers are steadily on the increase, being larger last year than ever. Still, that increase is in the lower and middle classes only, the majority leaving school before our education can have touched them at all deeply. They have gained something; they have learned habits of order and discipline; their after lives will no doubt be usefully influenced by the years spent at school; and in their children perhaps we may expect a richer outcome than in themselves."

The number on the rolls and the attendance were very seriously affected by the long-prevalent fever. "The percentage of attendance, which would otherwise have been about 95 for the whole year, went down to 76. For many weeks the larger classes were merely skeletons of their former selves, while in the smaller ones the attendance at times consisted of two or three boys only."

43. The Inspector says: "High schools comprise the 1st and 2nd classes of Government and aided schools, teaching up to the University entrance standard. As such, the Government schools, Etáwah, Muttra, and Farukhabad, have been less successful in the University entrance examination than last year. They sent up in all 13 candidates and passed 7,—none in the 1st division. Last year they sent up 14, and passed 12, four in the 1st division. In aided schools the two years' results are less unequal. St. John's College, St. Peter's College, and Victoria School, all of Agra, sent up 22 candidates, and passed 9, one in the 1st division. Last year they sent up 17, and passed 9, but none in the 1st division. As regards the comparative success of these institutions taken singly, the Government school of Etáwah passed all its candidates, *viz.*, 3, one in the 2nd and 2 in the 3rd division. Farukhabad sent up 6, but passed only 2, one in the 2nd and one in the 3rd division. Muttra sent up 4 and passed 2 in the 3rd division. To St. John's belongs the merit of passing 7 out of 14, one in the 1st, 4 in the 2nd and 2 in the 3rd division. St. Peter's College is less successful in the entrance examination than it might be, as it passed only one boy in the 3rd division, and therefore the Very Rev. Father the Rector is anxious to assimilate his middle school course to ours, as it would promote future success. The Victoria School should have done better, for

although its curriculum is copied from ours, yet it passed only one boy in the 2nd division. In Government schools the principal cause of failure was ignorance of the 2nd language. Farukhabad sent up 6 candidates, and 4 failed in Persian, 3 in Persian only. Among aided schools St. John's plucked 7 failed almost exclusively in English and mathematics.

"The year closed with 63 students in the 1st and 2nd classes of Government schools, marking an increase of 9 in the total as compared with last year; and judging from my own knowledge of the classes for the next entrance examination, I consider the material promising. It will be well also to view the condition of these schools in their combined capacity of high, middle, and primary schools. They have all had their share of sickness in one of the most sickly years on record. Yet they are all fairly efficient, and in the case of the aided schools I am happy at having been able to recommend the grants. Not the least pleasing feature in aided schools, without exception, is the desire to work with the Inspector and to vie with Government schools in the pursuit of the same common objects—efficiency and progress. I have considered the Government schools fairly efficient, but sickness has impeded their progress. The roll on 31st March showed 563 pupils in the combined high, middle, and primary divisions of the Government high schools, that is, 15 pupils less than last year. The fees collected were Rs. 3,459 or Rs. 57 less, and the entrance examination results, as already shown, were not so satisfactory as the year before. The middle class Anglo-vernacular examination gave 15 passed out of 31 against 12 out of 29 in the previous year, and the upper primary school examination 48 out of 70. The following are detailed particulars regarding each school.

"*Etáwah.*—I visited this school twice in the course of my tour. On the first occasion I examined some of the classes generally and felt satisfied that the headmaster, Mr. Harris, exercised over them a careful supervision. On my second visit I tested the promotions from primary schools to middle, and by the teaching of even the best of our high schools felt convinced that the arithmetical standard for the upper primary school examination must not be pitched too high. It should correspond, I think, to the 4th class standard of our vernacular schools, or simple and double rule of three. The 3 students who went up for the entrance examination all passed. For the middle class examination 11 went up and 9 passed. The roll on 31st March showed 231 pupils or 15 less, and the fees, which aggregated Rs. 978, likewise show a decrease of Rs. 25. The boarding house had 48 inmates or 5 less than last year. The Hindi branch school shows some progress, as it succeeded in passing 3 out of 4 candidates who went up for the middle class vernacular examination.

"*Muttra*—Was also visited twice. Judged by the year's results and my general impression of the school's teaching, I consider the school less efficient than it has been. Other causes may also have been busy, but the main cause seems to have been the five months' fever which afflicted the city and caused irregular attendance. Four boys went up for the entrance examination, and 2 passed in the 3rd division. Thirteen went up for the middle class Anglo-vernacular examination, and only 2 passed. Nine of the candidates failed in English. Fourteen out of a roll of 21 passed the upper primary school examination. The roll shows a small increase, or 182 against 177, compared with last year, but the fees have decreased by Rs. 51. The year closed with 17 inmates in the boarding house against 26 last year. The branch school has an increased roll, or 150 against 128, but the fees are less by Rs. 8 and only 2 boys passed the middle class vernacular examination.

"*Farukhabad.*—This school would doubtless have shown better results but for the sickness which was so universally prevalent. In the University entrance examination 2 out of 6 candidates passed, one in the 2nd and one in the 3rd division. Four of the candidates failed in Persian. Seven boys went up for the middle class Anglo-vernacular examination and 4 passed. Fourteen out of 19 passed the upper primary school examination. The roll on 31st March was 150, which marks a small decrease of 5 compared with last year, but the fees have increased by Rs. 19. The boarding house was quite full on the day of my visit, and the year closed with 28 inmates, or 3 more than last year.

"*Aided High Schools.*—All of these schools are efficient, and in each case I have recommended the grant.

"*St. John's College.*—This institution, under the management of the Rev. Mr. Lloyd of the C. M. Society, maintains its high reputation. The year closed with 347 boys on the roll, of whom 25 were in the high school, 72 in the middle school, and 250 in the primary school. My inspection was confined to the school department, which alone is aided by Government. Still I may remark in reference to the college that it passed 3 candidates in the last F. A. examination. Fourteen boys also went up for the University Entrance, of whom 7 passed, one in the 1st division, 4 in the 2nd, and 2 in the 3rd. The failure was chiefly in English and mathematics. In the middle class Anglo-vernacular examination the results are not so favourable; 12 boys went up for it and only 3 passed, the failure being confined chiefly to mathematics and the vernacular. In the upper primary school examination 25 out of 32 passed, and in the lower primary 22 out of 35. The primary school has not yet quite reached the prescribed standards in arithmetic and the vernacular, and more attention will have to be paid to these subjects.

SECONDARY INSTRUCTION.

"*St. Peter's College.*—This is in all respects distinct from St. Paul's School or Orphanage, and comprises students who can more or less pay for their education. There are at present no college classes The roll on 31st March showed 10 students in the high, 34 in the middle, and 28 in the primary, department, or a total of 72. These are divided into 39 boarders and 33 day scholars, of whom 49 are Roman Catholics, 19 Protestants, 3 Hindus, and one Musalman. There is an increase of 15 students since last inspection. As the annual promotions had been made prior to my visit, I tested the classes entering on their respective courses in the high, middle, and primary divisions, and felt satisfied that the pupils were in their right places. The following are the year's examination results; one boy passed the Calcutta entrance, 6 the middle class or equivalent examination, 13 the upper primary, and 9 the lower primary. The Very Reverend Father Symphorien, the Rector, would wish that the Government middle class examination system could be made to include his college as well, but as the vernacular is taught here only in a rudimentary sort of way, and the second language must continue to be Latin, there would seem to be a difficulty at starting.

"*Victoria High School.*—In so sickly year as the past it is not surprising to find that the average daily attendance was so low as 180. Sickness, too, may be the reason why the school was less successful in the University examination than the year before; 6 boys went up for the entrance and one passed in the 2nd division. It succeeded better in the middle class Anglo-vernacular examination, to which 10 boys were sent up and 6 passed. For the upper primary school examination 14 candidates presented themselves and 27 for the lower primary; all passed the former test and 24 the latter. Arithmetic is more forward here than in aided schools generally, but more accuracy is required in regard to vernacular dictation. On the whole, I think the school is doing very well under Mr. Sharman the headmaster's careful tuition and management.

44. "*Middle Schools (English).*—These are the middle departments of the high schools previously noticed, and the first three classes of the zila schools of Etah and Mainpuri, and of aided middle schools.

"The Government schools in passing 19 out of 41 in the middle class Anglo-vernacular examination have done better than last year, when they passed 17 out of 44. The aided schools continue to be less successful in this examination than they should be. In St. John's the failures were chiefly in arithmetic and the second language. In the Mufid-i-Am school the failure in all subjects was pretty equal.

"The middle departments of high schools have been sufficiently noticed. The following is a summary of work in the Etah and Mainpuri middle schools, and aided middle schools proper.

"*Etah.*—This was one of the schools which suffered most from fever. The town and district alike gave evidence of the universality and deadly type of the epidemic. Before it set in the roll had reached 112, but it dwindled away; the school had to be closed more than once; and when after the vacation it re-opened 27 boys answered to the roll-call. Several of the students and the 3rd English master were dead. When I inspected the school in January, out of 61 boys 53 were present. Six boys had gone up for the middle class Anglo-vernacular examination and 2 passed. Many boys of the 1st and 2nd classes in particular were still suffering from the effects of fever, and if they did not pass an examination altogether satisfactory it can be excused. Seven boys passed the upper primary school examination. The roll on 31st March stood at 72, showing a decrease of 29 pupils as compared with the previous year, and there is a corresponding fall in the amount of fees collected. The boarding house had suffered, two of the boarders were carried off by fever, and there were only 24 inmates at the end of the year, or 12 less than last year.

"*Mainpuri.*—The head-master in his report dwells on the four months' sickness which afflicted his school and carried off the 3rd vernacular teacher, Chaube Arjun Singh, who was also superintendent of the boarding house. I visited the school in March when it had begun to recover, and found 107 boys on the rolls. Four had gone up for the middle class Anglo-vernacular examination and 2 passed, and 11 out of 15 passed the upper primary examination. I found the 1st class very poor as regards English reading and translating, the 2nd class was somewhat better, but the lower classes had been well taught. The roll on 31st March was 107, or just one less than last year, and the fees were less by Rs. 38. The boarding house shows no decrease, the inmates numbered 24 as the year closed.

"*St. John's College, St. Peter's College,* and *Victoria High School.*—The middle departments of these institutions have been sufficiently noticed under the head of high schools.

"*Mufid-i-Am School.*—The average daily attendance for the year was 249·5. The following are the different examination results of the year. Nine boys went up for the middle class Anglo-vernacular examination and one passed by receiving grace marks. Several years' experience of this school has convinced me that it will never succeed as a middle school; that it can only prepare boys for the upper primary school examination; and that on passing them it should draft them to the Agra College. For the upper primary school examination 18 candidates presented themselves and 11 passed; for

the lower primary 30 came up and 27 passed. Arithmetic and vernacular dictation are weak points in the school, but the head-master has promised to see that more attention is devoted to these subjects. I was well pleased with the discipline and management of the school.

"*Fatehgarh Committee's School.*—The average daily attendance up to January was 101·18. The school has improved since last year, but as the promotions had been too rapid and the classification consequently imperfect, I have been obliged to put the classes down a class so as to enable them to compete successfully in the new examinations prescribed. The following is a summary of the year's results: five boys went up for the middle class examintion and two passed; 11 came up for the upper primary and 15 for the lower primary and all passed. Arithmetic is the weak point in the school, but the head-master has promised to see that this subject is duly pushed on. The VI. or lowest class should receive more attention. The head-master seems to take an interest in his work, and I have no doubt the school will get on.

"*St. Paul's Male Orphanage.*—This is an asylum for soldiers' orphans who are well educated here up to the middle school standard, and I trust they will continue to be so educated even after that vexed question of industrial schools has been settled. For it must be borne in mind that whatever art or trade is superadded to their present stock of knowledge, the three Rs, or reading, writing, and arithmetic, will always prove reliable acquaintances. I found the roll just what it was last year. Fourteen boys came up for the upper primary and 13 for the lower primary school examination and all passed. But considering the novelty of the test, I was less exacting than I might have been; and therefore both here and in the college the primary divisions must pay more attention to dictation and arithmetic. The year closed with 88 boys on the roll. The appearance of the children was clean and healthy, and though there were some slight ailments, there were no patients in hospital.

"*St. Patrick's Female Orphanage.*—This institution corresponds in character to St. Paul's, many of the inmates being the sisters of children in the boys' orphanage, but it is more directly under the management of the religious ladies of the Roman Catholic Mission. There were 116 girls on the roll and 112 present. It was my first visit, and I was struck with the generally healthy look of the children, their clean and tidy appearance, and their modest well-bred demeanour. The instruction, too, is above the average of instruction in girls' schools which I have visited. I tested the 3rd and 5th classes by the upper and lower primary school standards and formed a very favourable opinion of their merits. The 12 girls who had entered on the middle school course and the eight who had entered on the upper primary school course represent the number passed in upper and lower primary school respectively; while the six girls at the head of the school were not only well up in reading and writing English, but they were able to cipher up to rule of three, simple interest, practice, and vulgar fractions. Nor had the domestic arts been neglected, the dresses they wore were of their own cutting-out and sewing, and their outturn of canvas and needle-work was both useful and attractive. To conclude, they sang a song and they sang it well, and they seemed allogether to be very happy.

45. "*Middle Schools (Vernacular).*—These comprise the 1st and 2nd classes of Tahsíli, Pargana, Halkabandi and Municipal Schools. The number of such schools on 31st March was 101 with a roll of 516 pupils. The corresponding figures for last year are schools 92, pupils 466. Ninety-seven of these schools were inspected and 19 found efficient by the following standard for measuring efficiency: (1) a school must have at least five pupils in its 1st and 2nd classes; (2) half the roll must pass; (3) the average daily attendance must have been 60 per cent. In the middle class vernacular examination out of 148 candidates who went up 103 passed, which gives 69 per cent. against 48 per cent. last year. Nor is that all, the Agra Division is again first in the list for the North-Western Provinces and Oudh. To go further into detail the Agra district is first, Etáwah second, Etah and Farukhabad not far behind, Muttra comes next, and then Mainpuri. All classes of schools, Tahsíli, Pargana, Halkabandi, and Municipal, are represented."

ROHILKHAND DIVISION.

46. Of Bareilly school the head-master says:—"The number on the roll of the whole school is the same as last year, but the average daily attendance has risen from 154 to 174. Almost every student among the residents of the city had his turn of sickness, and some of the teachers were also laid up. This told on the results of the examinations at the end of the year. There were 21 students in the entrance class at the beginning of the year, but the studies of several of them, including some of the best, were interrupted for months, either by their own or their relations' illness. The 13 who passed were placed, seven in the 2nd, and six in the 3rd division. The failures were chiefly in English and mathematics.

"In the middle class examination, 13 out of 23 passed, two with sufficiently high marks to secure Government scholarships. The failures were chiefly in English, the second language, and mathematics.

SECONDARY INSTRUCTION.

"In regard to the work of the teachers generally, there is little to add to the favorable opinion expressed in last year's report. Each has endeavoured to do his best. The services of Munshi Kishen Lál, B. A, who has recently been transferred to the judicial branch of the service, deserve especial notice.

"The number of boarders has risen from 66 to 70. They maintain their usual superiority over the day-scholars. Of the 13 who passed the entrance examination, nine were boarders, six of them being placed in the 2nd division. In the middle class examination also, the boarders took the best places, passing seven out of a total of 13. In the other classes locally examined, the boarders did correspondingly well. Their health, too, has been well cared for. While surrounded by fever and ague during the rains, the percentage of sickness in the boarding-house never rose above four. Great credit is due to Munshi Sadánand for his careful management and for the deep interest he takes in the well-being of the students placed under his care. The boarders played two cricket matches with the men of the 2nd Queen's, losing one and winning the other."

47. The following remarks are from the Inspector's report:—

"The Institutions in which secondary instruction in English is given are the Government high schools of Moradabad and Sháhjahánpur, the Government middle schools of Budaun and Bijnor, the aided Mission middle schools of Moradabad and Sháhjahánpur, and the unaided Mission high school of Bareilly. The last-named is a branch of the Theological Seminary, and is not under general inspection. The Sháhjahánpur Mission school, better known as the Lodipur Orphanage, formerly educated up to the University entrance standard, but for the last two years it has had no higher classes, and should in future be ranked as a middle school.

48. "*High Schools.*—The two Government high schools sent up 14 candidates between them for the entrance examination, only four of whom passed. This result is certainly not satisfactory. Of the 14 candidates, Moradabad furnished 10 and Sháhjahánpur four. Each school passed two boys. Both the head-masters attribute the failures to the prostration by fever of the majority of the candidates. Some of them had the fever on them in the examination room, and others, though convalescent, were too weak to be capable of doing much. Nearly all the teachers, too, were so reduced by fever as to have been more or less incapacitated for hard work during the three months immediately preceding the examination, and the Sháhjahánpur school sustained a great loss by the death of the 5th master, Munshi Dál Chand, an experienced and painstaking teacher, in whom Mr. Williams had great confidence, and who, although a junior teacher, was quite competent to assist in the work of the higher classes.

"As might have been expected, the epidemic seriously affected the attendance as well as the instruction, but the effect was temporary, and since the disappearance of the fever, the attendance in both schools has been steadily improving.

"On the last day of the official year, there were 44 pupils on the united rolls (30 on that of the Moradabad school, and 14 on that of Sháhjahánpur) against 38 in the previous year."

"*Moradabad.*—Referring to the results of the entrance examination, Mr. Bonnaud writes:—

"They (the candidates) had worked well till the beginning of September, and had they only been able to keep up what they had learnt, they might have scored better than they actually did."

"The 2nd class also did badly, but this was one of the classes that suffered most during the period of sickness.

"*Sháhjahánpur*—The school continues to prosper under the careful and judicious management of Mr. Williams, whose industry and perseverance are to be commended. If he had a better staff of teachers, I believe that the school would take a high place among similar schools of these provinces. The results of the entrance examination were fair, two out of four having passed, one in the 2nd, and one in the 3rd grade.

"In the 2nd class, seven out of eight boys were considered fit for promotion. Mr. Williams speaks very highly of the 2nd master, Dost Muhammad Khan, who, he states, "works with unflagging energy." For the current year Mr. Williams has a good entrance class of 10 boys, but his 2nd class is very small, three out of seven having recently left in search of employment.

"I regret that the municipality has seen fit to withdraw the greater portion of the grant hitherto given to the school, reducing it from Rs. 86 to Rs. 26. Owing to this retrenchment, the emoluments of some of the staff, including that of the head-master himself, have been diminished.

49. "*Middle English Schools.*—The results of the middle class Anglo-vernacular examination are about the same as last year.

"The Bijnor school again stands first, three out of the seven successful candidates, taking the 3rd, 5th, and 29th places respectively in the general list of 224 candidates. The Moradabad school shows an improvement on former years, one of its three passed pupils having obtained a place sufficiently high to entitle him to a scholarship. At Sháhjahánpur, "the Persian paper," says Mr. Williams, "which was exceptionally difficult, proved fatal to the class, but the result was not disappointing, considering that most

of the boys were laid up nearly three months previous to the examination." At Budaun the failures were chiefly in the Urdu language, and Babu Uma Shankar Misra, also thinks that "the papers set were unusually difficult." The results, however, are better than those of last year.

"As regards the Government schools then, I observe that Bijnor has as usual done well; that Moradabad and Budaun have done somewhat better, and Sháhjahánpur somewhat worse, than last year.

"As to the Mission schools, I need only refer to the remarks I made in my last report as to the necessary inferiority of the teachers owing to the smallness of the salaries given. The Sháhjahánpur school (orphanage) failed chiefly in mathematics.

"The Moradabad school broke down completely, seven out of eight candidates failing in all subjects. The unaided Mission school of Budaun passed one out of four. This school has in Mr. Hoskins an energetic and zealous superintendent.

"The following remarks on the attendance, &c., of these middle English schools are based partly on the head-masters' reports and partly on the results of my own inspection.

"*Moradabad.*—The number on the roll is 71 against 67 last year. Mr. Bonnaud had a class of 18 boys preparing for the middle class examination, but seven of these were too ill to undergo the test. The 4th and 5th classes had each an average roll of 26 boys until September, when the attendance began to decline steadily, and in October (a fortnight before the school was closed) the figures of attendance for the two classes respectively stood at four out of 26, and 11 out of 33. This state of things continued till the middle of November, when matters began slowly to mend. The examination results, however, were, on the whole not nearly so bad as it was feared they would be.

"*Sháhjahánpur.*—The middle school has a roll of 41 pupils against 37 last year. Out of 10 candidates for the middle class examination four passed. The other classes did fairly in the examinations held by the head-master and his assistants. Mr. Williams complains of the smallness of his staff, and the weakness of some of his teachers, and there is no doubt that his staff is exceedingly weak, both as regards its strength and quality compared with that of the Bareilly high school, which, in my opinion, has too strong a staff, and could easily spare some of its teachers.

"*Budaun.*—The roll number on the last day of the official year was 46 against 52 in the previous year. Of 15 candidates for the middle class examination only four passed. Babu Umá Shankar Misra was not at all satisfied with the results of his examination of the 4th class, and says that the boys will require very efficient training this year. The 5th class did fairly.

"*Bijnor.*—The average attendance for the year has been over 26, which is about the same as that of last year. The school suffered greatly from the fever which raged so furiously in the district. In October last the attendance fell to about 30 per cent. of the roll-number, and it was found necessary to close the school for a fortnight. In spite of these troubles the school did well in the examination passing seven out of eight examinees. The remaining classes of the middle school were examined locally, but the attendance at the examination was very poor owing to the then prevailing fever. The results of course were unsatisfactory, and the few promotions made by the head-master have been probational.

50. "*Aided Middle English Schools.*—The attendance of the Moradabad mission school has again fallen off. The tuitional expenditure of this school is given at Rs. 225, but as the services of the superintendent are valued at Rs. 100 per mensem, the actual expenditure on teaching is Rs. 125 or only Rs. 20 in addition to the amount of the Government grant. The teachers are poorly paid, the head-master receiving a salary of only Rs 30 per month, and the average pay of the other teachers being Rs 10. Hence it is not surprising that the school is generally unfortunate in the departmental examination. All the candidates, 20 in number, sent up since 1 77, have failed. The Lodipur orphanage is nominally a middle school, but its middle classes are really taught in the unaided mission school of Sháhjahánpur, with the corresponding classes of which the former are amalgamated. The three candidates sent up for the examination failed, mathematics being their weakest point. The great aim of this institution is to afford a good practical training to the boys. The workshops are well worth a visit. I saw the place in full work and can testify to the hearty interest the lads take in the particular trade they have chosen. The managers deserve an additional grant for this department.

51. "*Middle Vernacular Schools.*—These comprise the upper classes of all Government vernacular schools, of the oriental departments attached to the two high schools, and of the Sherkote aided school.

"Of these 73 schools, 31 are town (tahsíli and pargana), and the remaining 42 village or halkabandi schools. Many of the latter are only middle schools in name, for they never have got a boy through the middle class examination. Out of the 42, only 15 sent up candidates, and of the 15, eight were successful this year. There is no doubt that the status of several of these schools might with advantage be reduced, especially in the districts of Budaun and Moradabad.

"Though the number of schools has increased by five, that of the scholars has decreased by 64.

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"Bareilly and Pilibhít show an increase both in schools and scholars; Sháhjahanpur, a decrease in both; Budaun with the same number of schools, and Moradabad, with two more, have each fewer scholars, Bijnor maintains a steady roll I believe that the decline in numbers is chiefly owing to the effects of last autumn's fever, and have no doubt of an improvement, should no unforeseen calamities befal us during the current year.

"Adopting the middle class examination as a test of efficiency, the result will give us 22 efficient schools for the division against 13 last year.

"Of the 22 efficient ones, 14 are town and 8 halkabandi schools.

"Six belong to Bijnor, eight to Budaun, four to Bareilly, one to Moradabad, one to Sháhjáhanpur and two to Pilibhít.

"*Middle Class Vernacular Examination.*—Of the 73 schools classed as middle, 34 sent up 108 candidates, 48 of whom passed, 10 in the 1st, 23 in the 2nd, and 15 in the 3rd division. This result is a decided improvement over last year, when only 28 out of 160 candidates were successful.

"The Bijnor district takes the first place in the division (as in the Anglo-vernacular examination) passing 22 out of 35 candidates, seven being placed in the 1st grade. Budaun passes 13 out of 39, and Bareilly nine out of 21. Moradabad and Sháhjahánpur sent up six and four candidates respectively, and passed one each, and the newly-created district of Pilibhít passed two out of three.

"The steady and continued prosperity of the Bijnor schools is due almost entirely to the exertions of Munshi Ishri Parshad, whom I beg most strongly to recommend for promotion to a higher grade.

"*Budaun.*—Shows great improvement over last year, when only one out of 43 candidates passed, and its progress is due to the exertions of the late Deputy Inspector, Fazl-ur-Rahman, as well as of the present incumbent, Maulvi Muhi-ud-din, both of whom are men of long experience.

"*Bareilly.*—Has also made satisfactory progress since last year, when it sent up 34 candidates, passing only seven. This year it passes nine out of 21, two of whom are placed in the first grade.

In *Moradabad* the only vernacular school which contributes to the number of passed boys is that of Chandausi, and in *Sháhjahánpur*, that of Tilhar. Each of these passes one boy. These results, poor as they are, are better than those of the previous year, when both districts failed disgracefully. This year the Deputy Inspectors were warned to be very careful in their selections, and consequently only a very few boys were sent up, five from Moradabad and four from Sháhjahánpur. But for the fever, however, a few more would have appeared.

"*Pilibhít.*—Has made a good beginning under its new Deputy Inspector, Fazl-ur-Rahman, passing two out of three candidates, one from Kasganja and the other from Kanaker, both village (halkabandi) schools.

"Two indigenous schools also seem to have sent up nine candidates, all of whom failed. Taking all classes of schools in Rohilkhand then, Government, aided and indigenous, I observe that 38 schools sent up 121 candidates, 50 of whom passed.

"Last year the number of schools was 54, that of candidates 141, and that of passed boys, 28. The larger proportion of passed boys to candidates this year indicates better teaching, and the reduction in the number of schools allowed to compete shows more care and judgment on the part of the Deputy Inspectors. Last year many schools were undoubtedly permitted to send up candidates who were either totally or very insufficiently prepared.

52. "*Oriental Schools.*—These are the two schools attached to the high schools of Moradabad and Sháhjahánpur. Their united rolls show an attendance of 12 pupils in the middle department. There is no separate test laid down for these schools, but if they are to be maintained, the least they might do would be to send up a few candidates for the middle class examination.

"At present neither pupils nor teachers appear to take much interest in their work.

"*Moradabad.*—Of the 54 boys on the roll, when I visited the school, only 10 were reading Arabic. At present only four boys are in the middle classes. The scheme of studies is attended to, but not thoroughly relished. If boys had the option of taking up parts of the course, *languages* only, for instance, there would doubtless be more enthusiasm, but the practices of indigenous schools cannot be tolerated in Government institutions.

"*Sháhjahánpur.*—There are eight on the roll of the middle school at present. The school was, as usual, examined in December last. Not a single boy of the 2nd class made his appearance, so that the principal work of the head maulvi remained untested."

ALLAHABAD DIVISION.

53. The Inspector, Mr. Dodd, reports to the following effect:—

"*The Government High (Superior Zila) Schools* are, as before, those of Allahabad, Cawnpore and Bánda. The Allahabad and Cawnpore schools continue their

usefulness and success, while the Bánda school, as judged from examination results, would appear to have fallen off considerably.

"The *Allahabad High School.*—Has had an average number on the rolls of 369, with an average attendance of 308, or 83 per cent. The fees collected amounted to Rs. 3,194, the cost of educating each pupil was Rs. 28, of which the State contributed Rs. 21.

"From the higher classes, 21 names were sent up for the University entrance examination. Two candidates were unavoidably absent, and of the 19 who sat, eight only passed, *viz.*, four in the second grade, and four in the third. These results are poor as compared with those of the preceding year, when, out of 22 candidates, 16 passed, with none in the third division. The failures this year were mostly in English and mathematics, subjects taught as usual by the head-master. The falling off in the numbers who passed in mathematics was general.

"From the middle classes of the Allahabad Government high school 27 candidates went up for the departmental middle class Anglo-vernacular examination. Of these eight only were successful, a percentage which, though by no means satisfactory, is not less than in schools throughout the province.

"From the half-yearly and annual examinations of the remaining middle classes satisfactory results were obtained.

"The lower or primary division of the Allahabad high school is much in want of increased class-room accommodation, and I fear the instruction of the sixth class in particular has suffered in consequence. The standard of these lowest classes has been raised with the view of the exclusion of those pupils who require the most elementary teaching, but still the inconvenience arising from a want of more room has been scarcely appreciably lessened.

"The boarding-house attached to the Allahabad High School accommodates some 30 resident pupils. These consist of Muhammadans and Hindus in equal numbers. The health of these boarders has been good, and under their new and energetic superintendent they have engaged themselves in manly out-of-door sports. Not only the boarders, but likewise several of the day-scholars, have gone through the first part of a regular course of instruction in gymnastics.

"*The Cawnpore High School.*—Bore on its rolls on the 31st March last 216 scholars, as against 254 on the corresponding date of the year preceding. The school-fees show a corresponding decrease, *viz.*, from Rs. 1,954 for 1878-79 to Rs. 1,815 for the year under notice. The head-master attributes such falling off mainly to the abolition of the 10th or lower primary class, as Cawnpore is unable to supply boys fit for admission into classes higher than the most elementary, those receiving such lower primary education in the schools of the S. P. G. Mission preferring to continue to read in the aided schools to joining the Government High School. Arrangements are now being made for the extension of the class rooms of the Government school, by which the lowest or 10th class may be resuscitated, and thus the cause of the decrease, if real, (which is doubtful) removed.

"From the higher division, nine candidates went up for the matriculation. Of these four only passed, in the second and third divisions. Considering that a comparative failure of entrance candidates was general throughout the province, and that the head-master and most of his first class pupils were laid up with fever in October and November, such results may be considered not altogether unsatisfactory.

"The middle division of the Cawnpore high school sent up for the departmental middle class examination its third class of 18 boys. Of these, nine candidates were successful, one of the nine being placed among the first forty. With perhaps one exception (VII.), the annual examination of the classes of the primary division gave results which shewed that the teaching had been conducted with care and labour.

"The boarding-house continues its usefulness to this school. Among its members are the minor Rája Takht Sinha of Bilhaur, and Sardar Sinha of Raipur. Seven boarders were among the 18 candidates for the middle class Anglo-vernacular examination. Of these seven three passed.

"*The Bánda High School.*—numbered, at the beginning of the year under review, 124 scholars, while at its close there were but 101, the fees having decreased from Rs. 559 in 1878-79 to Rs. 498 in 1879-80. Bánda has been one of the districts most severely afflicted by the late general and continued fever sickness, and this no doubt has told on the numbers, as well as the studies, of the pupils. The settlement operations there having been brought to a close, the reductions and transfers in that department have further tended to lessen the number of boys attending the school.

"As already observed, the Bánda school, judged from the point of view of University and departmental examinations, has this year proved decidedly a failure. Its higher division sent up but three candidates for the entrance, not one of whom could pass; while from the middle school, of 11 candidates for the departmental certificate, but *one* succeeded. The head-master endeavours to account for such disaster on the plea of sickness and the severity of the examiners' marking. But after due allowance on these grounds and a comparison with other similar schools in the province, the explanations offered must be deemed insufficient, and the head-master has been warned that should the Bánda school, during the present year, fail to recover itself and to wipe off the

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disgrace of its recent failures, the question of the retention of the school on its present scale, or under its present management, would undoubtedly be taken into consideration.

"*Of the three Middle Class (inferior Zila) Government Anglo-vernacular Schools in* this division, the Fatehpur *school* ranks first in general efficiency. The number on the rolls has decreased slightly during the year, *viz* from 103 to 96: but the school-fee receipts show some increase, from Rs. 280 in 1878-79 to Rs 306 in 1879-80.

"Class III. sent up eight youths to the departmental middle class examination. Four out of the eight obtained pass marks. When I examined this class in August, I fully expected that six at least would pass, but subsequent to that date this school, like most others, suffered from the terrible fever scourge, and two of the candidates were quite unable to pursue their studies almost up to the time of the examination. The four successful candidates, as also two of the failures, are now continuing their reading in high schools.

"The promotions from the lower sections of this school have been made with the greatest strictness and care; indeed, I may say, perhaps with overdue caution.

"The Persian teaching by the head maulvi has improved and become successful.

"The head-master and senior maulvi have both been instructed to endeavour to make the Fatehpur school attractive to Muhammadans as well as to Hindus, by paying every possible attention to the progress of their Musalman pupils, and by doing their utmost to ensure Muhammadan boys passing the departmental test. It is to be hoped such care may meet with the desired result, for while the popularity of this school with Hindus brings pupils from Rae Bareili in Oudh and from Farukhabad and other districts, many of the Musalman families in Fatehpur itself decline to avail themselves of the benefits of the school.

"The boarding-house is under the management of the third master, Babu Murli Dhar; who, during the late visitation of sickness, shewed the greatest care and solicitude for the recovery of the many boarders who suffered severely. It is to be hoped that the building now in use may be given up sooner or later for another, built with more regard to comfort, health and supervision.

"The head master of the *Jaunpur Middle Class Anglo-vernacular (inferior Zila) School* sends up nothing worthy of the name of a report, but merely three pages of disconnected and useless facts expressed in a manner which renders it difficult to discover the writer's meaning, and anything but creditable to one holding the mastership of an Anglo-vernacular school.

"The classes were removed in the month of August last into so much of the new school building as was roofed in and prepared for their reception.

"The oriental department, which for some time had been steadily declining before the English-classes, was abolished with the termination of the year under review, since which time it ranks as an Anglo-vernacular middle class school of the ordinary type.

"The numbers in the Anglo-vernacular classes have been steadily increasing throughout the year, the fee-income showing a corresponding rise.

"For the first time, this school sent up this year candidates for the departmental middle class Anglo-vernacular examination. Of the seven who sat, four proved successful. Considering the unfavourable circumstances of the year, and comparing the results obtained in older established schools, the Jaunpur competitors may be considered to have made a fair beginning for this middle class Anglo-vernacular school.

"At my last inspection, Mr. Reynolds, the Secretary of the Local Educational Committee, accompanied me to the school and again examined the senior classes in mathematics, while I myself tested them in English. On comparing notes we both agreed that while there had been a good deal of work done in a rough-and-ready way, much more by way of improvement still remained to be effected.

"The school requires raising in tone and character, and I hope the present head-master may prove equal to his duty in that direction.

"*The Hamirpur Middle Class Anglo-vernacular (inferior Zila) School* is the smallest of its grade in the division. The town or sadr station itself is scarcely above the size and population of a large village, and no great increase in the number of school children may be looked for. At the close of the year, the roll shewed a total of 66, the exact number at the close of the year 1878-79 also. Of the present numbers 18 only are Muhammadan boys.

"While, however, the numbers have remained stationary, there has been some progress or improvement in the classification. In my previous report on this school complaint was made that so large a proportion of the scholars was found in the bottom class, learning scarcely anything, while the upper classes were almost empty. This defect has been *partially* remedied by working up boys from class to class throughout the school; and *one* candidate from class III., succeeded in passing the last middle class examination. It is advisable to allow the present head-master to remain in charge at least during the current year."

54. The Inspector reports fully on the aided schools in which secondary instruction in English is given. Extracts from his reports follow:—

Allahabad.—Boys' High School. Two candidates matriculated last year, and eight will go up this year. One of the class of ten is too young, and one is preparing

for Sandhurst. The class is weak in Latin, and one boy has wisely chosen Urdu as his second language. The other classes, with the exception of the fourth, which is a large and heavy one, are making fair progress. The time and labour of the English teachers are too much occupied with the lessons in Latin, while the mathematics and English require much more attention. The house accommodation for the head-master and the boarders is insufficient.

Girls' High School.—The class-room has been extended and improved, and a new dormitory is in course of construction. The instruction throughout is full and systematic, and well graduated to the capacities of the several classes as the pupils move upwards. The reports of the school examiners testify unanimously to the high state of order and proficiency in which they found the school, which has now taken an advanced position among the schools of the Presidency. A pupil-teacher class has been established for the supply of teachers for other schools.

Saint Mary's Convent School, Pappamau.—The English in Class I. is decidedly good, but more attention should be paid to arithmetic. Class II. is a very good one, and comparatively more advanced in arithmetic. In the middle division, better results would be obtained if the routine were somewhat narrowed. The lower or primary division is very weak in numbers, but well looked after.

The pupils' proficiency in music is most creditable.

Saint Mary's Convent School, Cannington.—The first class has been broken up by the senior pupils leaving for home, but the second is a very promising one as far as reading, writing, and general intelligence are concerned. The pupils are backward in arithmetic. The middle division is in a very satisfactory condition, and the primary divisions are well taught and looked after. The school arrangements and appointments are good.

Saint Peter's High School.—The first class is weak, generally both in English and mathematics, and not more than four boys are likely to pass the University entrance examination. The second class is also weak in English. Generally, the class instruction is not efficient; but pupils and teachers suffered much in the late unprecedently severe sickly season, and any backwardness must be in a great measure attributed to this cause.

City Free School.—In the girls' section the numbers have fallen off owing to the opening of the Convent Day School at Cannington. The arithmetic and dictation of the 1st class were particularly correct and satisfactory. The girls of the 3rd class were very weak in arithmetic, and their English was very poor. The manners and behaviour of the girls were most pleasing.

In the boys' section, class I. is a fairly-intelligent class. Questions in history, grammar and parsing were answered correctly. The arithmetic was not satisfactory. Class II. is very backward and inefficient, the boys having failed utterly in arithmetic, grammar and dictation. The tone and discipline of the school are satisfactory. For this the teachers deseve commendation, but the standard of instruction is much lower than it should be.

East Indian Railway School.—This is a very useful and well-conducted school, and the class instruction is in a very satisfactory state. The school serves as a feeder to the Girls' High School. The Inspector thinks that the grant-in-aid should be doubled.

Fort School.—The instruction is satisfactory and the numbers are increasing.

Mission School, Kattra.—The class instruction has improved. In the highest class the boys' arithmetic and writing to dictation were good. The school, with an addition to its staff and the infusion of a little more energy into it, might easily be made a very respectable middle class school.

Parish School.—The girls' school has fallen away very considerably. There are now only two classes, both in an inefficient state. In the boys' school, too, the work of teaching in the upper department has been neglected, though the discipline and general management are, as before, satisfactory.

Subscription School, Colonelganj.—The standard of instruction has been raised, and the school has risen from the primary to the middle status. The manager and secretary continues to deserve the thanks of the community for the interest he takes in maintaining so useful an institution.

Cawnpore Memorial School.—The school was originally a mixed school, but now the boys' and the girls' departments are separate. The boys' school is one of the best in these provinces. The study of Urdu should be introduced, and some points of organization and instruction require more attention. The Inspector considers the grant-in aid insufficient for so large and deserving an institution, the more so as the separation of the girls' school necessitates the withdrawal of part of the amount sanctioned. There is an entrance class of four boys, all of whom, it is expected, will go up for the next entrance examination.

In the girls' school the numbers have increased from 30 to over 60. A senior pupil passed the last entrance examination, and three hope to go up next year. The whole school is very carefully taught and superintended.

Christ Church School.—The numbers show an increase, but the instruction, as tested by the annual examinations, does not show corresponding progress. Only one

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boy passed the entrance, and one the middle class examination. Promotions have not been made with the care and regard for fitness which were commended on the occasion of a former inspection.

S. P. G. School, Generalganj.—Arithmetic is not sufficiently attended to; in other respects the school appears to be making fair progress.

S. P. G. Orphanage.—The girls have made considerable progress, and their freedom from fever during the past sickly season is sufficient to show the careful management of the institution.

Ordnance School.—This is one of the most useful schools in Cawnpore. The numbers have increased, and the instruction is satisfactory. The study of Hindustani has been re-introduced.

East Indian Railway School.—The school has greatly improved. The writing to dictation in the upper classes, and the acquaintance with an extended multiplication table, as shown in the 3rd class, are particularly satisfactory. The Archdeacon of Calcutta visited the school in January and found it "in good working order."

Jaunpur C. M. S. School—One student went up and passed the last entrance examination. The present 2nd class is well up in English and arithmetic. The 3rd class has been carefully attended to. These boys read distinctly and well, and their writing to dictation is unusually correct. The head-master and his assistants have worked well.

55. "In my last report," says the Inspector, "I spoke of the middle class vernacular schools in this division as being generally in a most unsatisfactory, and in some cases in even a disgraceful condition; and I am sorry that I have since been unable to modify the opinion which I then formed. It is true that in a few instances there has been effected some improvement in the class instruction of these schools, and, as the following comparison shews, there has been an increase in the number of candidates who succeeded in obtaining the middle class vernacular examination certificate.

Comparative statement of passed candidates for the Middle Class Vernacular Examination certificate, for the years 1878-79 *and* 1879-80 :—

	Allahabad.	Fatehpur.	Cawnpore.	Hamirpur.	Bánda.	Jaunpur.	Total.	Remarks.
1878-79 ...	2	...	7	5	...	...	14	
1879-80 ...	...	1	7	9	6	3	26	
Increase ...	−2	1	...	4	6	3	12	

"Still those latter numbers fall lamentably short of what they should be, and it is only the real plea of sickness, which, during three months of the year, interrupted the school studies in every district, which lessens the disgrace resulting from such very insufficient results.

56. "*Allahabad and Fatehpur* have undoubtedly the worst middle class vernacular schools in the division. The local educational committees of these districts, as well as that of Cawnpore, have recently acted upon my recommendations that two-thirds of the local scholarships, which hitherto have been strangely allowed to be appropriated entirely by the zila schools, should now be set aside for efficient third-class pupils of halkabandi primary schools who proceed to tahsíli or pargana schools to read the middle class course there. I have no doubt that this arrangement (to be extended throughout the division) will in a great measure help to raise the numbers and efficiency of the middle schools. Notwithstanding the present very backward condition of the Allahabad schools, I anticipate something respectable in the results of the next departmental examination. The present Deputy and Sub-Deputy Inspectors are efficient and intelligent officers, who are working hard to raise the standard of education throughout the district; and in this, I am glad to say, they have received considerable assistance from the tahsildars of Allahabad and Sirathu, (Maulvi Muhammad Abdulla Khan and Evaz Ali), as well as from Munshi Lachman Singh, the tahsíldar of Meja. I am sorry I cannot speak similarly hopefully with reference to Fatehpur, the subordinate Inspectors of which have neither distinguished themselves in the past nor evince that willing activity and hearty interest in their work which are necessary to ensure a success in the future. The Cawnpore middle vernacular schools are perhaps the least inefficient in the division, and with the new distribution of local scholarships now coming into effect, I have little doubt that great improvement will show itself a year hence. I consider Hamírpur ranks next to Cawnpore in reference to its middle schools. The improvement in the Hamírpur schools is due undoubtedly to the intelligence and energy on the respective parts of the late Deputy and Sub-Deputy Inspectors, and it is a very anxious hope that this district may maintain that improvement already

effected. Bánda has exceeded my expectations regarding its middle class vernacular schools, and while I prophesied no successful examination results before the year 1880 or 1881, *six* candidates competed successfully at the last departmental test. For this unexpected result, the credit is mainly due to the local educational committee (including that of Karwi) which, on receiving the Inspector's remarks on the schools examined on the tour of 1878-79, took prompt measures for the entire carrying out of the recommendations therein. Teachers thus seeing there was little chance of shirking their duties with impunity, appear to have at once set to to improve the classes which no one knew more than themselves had been dishonestly neglected. Jaunpur passed three middle class candidates from the Kerakat school, but the condition in which I last found the other middle schools of this district, leads me to expect better things at the next examination. The Deputy Inspector of Jaunpur is an intelligent officer, and both the president and secretary of the local educational committee take an active part in the inspection work of the district. Under these circumstances, the Jaunpur middle schools must soon rank among the most successful."

BENARES DIVISION.

57. *Benares*—The Principal says :—"In December, 1879, the total enrolment in all the three sections (high, middle, and primary) was 389 against 295 in the year preceding. Of these students 61 were in the higher grade of instruction. Forty students were permitted to present themselves for the entrance examination, and 21 passed, 11 in the 2nd, and 10 in the 3rd division. The school is in a decidedly prosperous condition and great credit is due to Mr. Platts, the head-master for his intelligent and successful management. The teachers under him have, with one or two exceptions, done their work well. Many changes in the school staff have taken place. The second master, Babu Atmaram, B. A., was transferred to Muttra, and the second mastership was conferred on Babu Balkrishnacharya, M. A. There are 65 boarders. Their conduct has been satisfactory, and their health good.

In the middle school there were in December, 1879, 161 boys against 154 in the preceding year. In the middle class examination only four boys passed out of 28. There were 19 failures in mathematics, 16 in the second language, 15 in English, and 10 in history and geography."

58. There are two Government high schools in the Benares division under the supervision of the Inspector, who reports to the following effect :—

"*Mirzapur* High School has, during the greater portion of the year, been under Mr. Harris, transferred, on promotion, to Etáwah in November last. It was visited by Dr. Thebaut in October, who records his opinion much in its favour. He was satisfied with the instruction and discipline of the school, and considered Mr. Harris entitled to great credit for general good and successful management. At the entrance examination the result, on the whole, was satisfactory. Three candidates were sent up, and two were successful. For the middle class examination seven candidates were sent up, and three passed. The other classes were examined carefully by the head-master and his staff, and the result, on the whole, appears to have been satisfactory. Compared with last year both attendance and tuition fees have improved.

The boarding-house has been working successfully. Last year there were 13 boarders, this year there are 18.

Gorakhpur Oriental High School has been placed under the management of the educational committee.

At the middle class vernacular examination the school did fairly. Five candidates were sent up and three were successful. The school under the three heads of high, middle class and primary instruction, has had during the year 4, 52, 66 students respectively.

The oriental high schools of this division are Gorakhpur, Mirzapur, Victoria school and the Chashma-i-Rahmat; the two former Government and the two latter aided institutions. I appointed a board of examiners selected from the maulvis and Pandits of those schools to test the attainments of the most advanced pupils in Sanskrit, Arabic and Persian; and the result, considering that it was the first examination of its kind, was satisfactory. The Chashma-i-Rahmat took the lead, and was followed by the Victoria school, Gorakhpur, and Mirzapur respectively.

59. *Aided High Schools*—There is a large number of these schools in this division. Benares has three, Gházipur two, Azamgarh, Mirzapur and Gorakhpur one each. They sent up candidates to the entrance as well as to the middle class examinations, with more or less success, and are under the immediate supervision of committees.

Benares.—The London Mission School is under the Rev. Mr. Sherring, and receives a grant-in-aid of Rs. 400. Mr. Sherring in his report writes that, since 1875, it has been recognized as a college, and has, every year without intermission, been successful, passing candidates for the F. A. examination; and in reviewing the working of the school for the last ten years he says: "The institution has greatly improved in its results during the past five years as compared with the five years preceding. In the first five years it sent up 49 candidates, of whom 21 passed, or less than 43 per cent.

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In the second five years it sent up 25 candidates of whom 15 passed or 60 per cent." I visited the school, and inspected several of the classes. At the entrance examination the result was not altogether unsatisfactory. At the middle class examination, however, the failure was great, not a single candidate passed. Mr. Sherring admits the class was very weak in mathematics, and he has placed it under the special instruction of an experienced teacher. The average attendance for March was 315, and the day I visited the school there were 302 present.

Jaimarain's College.—Is under the Rev. Mr. Davis of the Church Mission, and teaches up to the entrance class. It is virtually a high school and not a college. It was unfortunate this year at both examinations, passing only one in the entrance, and failing completely at the middle class. It has a large attendance, and is evidently popular. The attendance of the day I visited the school was 421.

The Bengalitolah Preparatory School.—Passed three candidates at the entrance examination, but failed at the middle class. Its number has greatly increased, and it appears to be appreciated by the class for whose benefit it has been established. The school building is to be enlarged.

Gházipur Schools.—One under the German mission and the other the Victoria High School under a committee of managemnt, have both done fairly at the entrance and middle class examination, and are working successfully.

Azamgarh.—The Church Mission School—Is under an experienced head-master, and though it failed at the entrance examination, the result at the middle class examination was not unsatisfactory.

Mirzapur.—The London Mission High School—was found by Dr. Thibaut, who visited it, in a satisfactory state. The result of the entrance and middle class examinations was unfavourable.

Gorakhpur.—The Church Mission School—has passed three candidates at the entrance and four at the middle class examination. The Revd. Mr. Moore has improved the school considerably, and for the last two years it has worked successfully.

I have reviewed all the aided high schools of the division and consider them all deserving of the grants they receive.

60. *Aided Middle Schools.—The East Indian Railway School, Mugal Sarai*—Has made a fresh start, and under its present management it proves to work successfully.

The Baptist Mission Orphanage, Ramkatora, (Native Christian boys and girls) has 35 on its roll; is under excellent management, and deserves a higher grant than it receives. Twenty rupees will not be too much for so useful a school.

The institutions at Sigra—

1. Church Mission schools for girls,
2. Female Normal school,
3. Industrial school,
4. Church Mission school for boys,

are all under excellent management, working successfully and deserving the grants they receive.

The attendance in the Female Normal School was 70 and in the girls' orphanage school 66, and in the Industrial school 70, and in the boys' orphanage 65. The girls' schools in the city under the London Mission and Church Mission are popular, well attended, well taught, and carefully supervised by the ladies of both missions. They well deserve the grants they receive.

Basti. The Church Mission Society School—Is under active supervision, and deserves the assistance it receives.

The Anglo-Vernacular Subscription School—Is also doing fairly.

Ballia.—In the Anglo-vernacular subscription school an assistant teacher has lately been appointed, and the instruction is now efficient. In this respect the school is in a satisfactory state; but the district school committee are not satisfied with the somewhat precarious and irregular financial arrangements for its maintenance, and strongly recommend the establishment of a middle English or inferior zila school of the ordinary type. The Commissioner supports this recommendation.

Gházipur Mission School.—The school continues to do well. Classes I., II. and III. would have appeared to greater advantage had not some of the best boys suffered much from sickness.

Victoria School—Maintains its position. Sickness has lowered the attendance, but the head master and his staff have worked with zeal and efficiency.

61. *Middle Class Vernacular Schools*—The Benares Division has been very successful at the middle class examination this year. It stands second in the divisions of the North-Western Provinces as to the successful number of candidates sent up.

Every district of the division has been more or less successful. Benares and Gorakhpur passing with credit, and Basti and Gházipur very fairly; and, considering how low Azamgarh has stood in previous years, its success this year reflects great credit on the present Deputy Inspector.

There are only two tahsili schools in the Benares district. The Benares tahsili school fulfils the prescribed conditions, and it has this year been successful at the middle class examination. It is efficient. Chandauli should be inefficient, for its number is under 60, and its classification defective; but as it passed a boy at the middle class

examination, and was considered by Dr. Thibaut efficient last year, I have permitted it to remain under that head.

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There are only six halkabandi schools which teach up to the middle class standard. Of these I consider three efficient and three inefficient.

Gorakhpur.—There are seven tahsíli and pargana schools. Barhalganj and Majhauli maintain their position, fulfil the conditions, and are efficient, Lar and Piprauli follow, and this year may be allowed to be efficient; the rest are inefficient. Dhani is a new school and promises to do well in time. Of the nine halkabandi middle class schools seven were examined by me. I consider four efficient, and three inefficient. Most of these schools are well attended, and some of them very carefully and successfully taught.

Basti.—There are five tahsíli and pargana schools, Mahdawál and Bánsi are considered efficient, Harria and Basti inefficient under two heads; Bhanpur inefficient in every respect.

The halkabandi middle class schools are eight in number, and were all examined by me. In my report to the committee I wrote: "I examined eight of these schools and one only fulfils the conditions necessary for efficiency. There are others which, though not efficient, have yet done good work during the year, and I recommend the teachers for rewards. Three of these schools, Teghára, Lachmanpur, and Bahadurpur, should be reduced in standard from a middle class to upper primary."

Ghazipur.—Has seven tahsíli and pargana schools, and I have placed three under the head of efficient and four inefficient with these remarks:—All these schools, Saidpur and Muhammadabad excepted, have more than sixty; all except Bahariabad have their classes complete; most of them have a fair number in the upper forms, and some of them passed well at my examination. Of the halkabandi middle class schools, I examined nine, and consider two efficient and seven inefficient. Most of these schools are below the prescribed standard. Sherpur has the largest number, and that is only sixty, but in classification, in the number of boys in the upper forms and at my examination, the school is bad. Again, Souna and Pachdeorá have only 32 and 39 on their rolls, and are otherwise bad. I would reduce them to the primary schools' standard.

Azamgarh—Has eight tahsíli and pargana schools, of which four are efficient and four inefficient. All these schools have more than sixty pupils on the roll, so that I have not fixed too high a number for a middle class school, and I was pleased to find in all of them classification was likewise complete. The majority of them have a fair number in the upper forms, and the result of my examination, on the whole, has been favorable. Jianpur, Azamgarh, and Nizamabad did well at my examination; and I consider the teachers deserving of rewards. Next comes Mubarakpur. The rest fared badly, and the teachers have been warned. Mow is bad in its classes and Muhammadabad not much better. I examined 12 middle class halkabandi schools, and I think three of these should be reduced to the primary standard owing to their small numbers and poor instruction; of the remaining I consider five efficient and four inefficient.

Mirzapur—Has four tahsíli and pargana schools, and two of them were inspected by Dr. Thibaut. Gopiganj, which has a large number, failed at the Inspector's examination, while Bhadohi, which did pretty fairly at the Inspector's examination, is defective in classification, and hence both schools are inefficient. The seven halkabandi middle class schools of the district, are all placed by the Sub-Deputy Inspector under the head of inefficient; and judging from the numbers on the roll, and defective classification, I am inclined to think that all these schools are below the prescribed standard.

Ballia.—Has five tahsíli and pargana schools of which one may be considered efficient. The halkabandi middle class schools are equally low. Now that there is a Deputy Inspector in special charge of this new district, and as the number of schools is small, I have every hope that by active supervision and judicious administration the schools will be improved."

JHÁNSI DIVISION.

The Inspector of the Jhánsi Division writes to the following effect:—

"*Kalpi (Jalaun).*—This school suffered more and much longer from sickness than any of the other two schools of the class in the division, and the head-master was careful to report to me from time to time the consequent reduction in the average daily attendance, which at one time dwindled to half the number on the rolls. It is not surprising, therefore, that the boys did badly both at the middle school and my own annual examination, both of the two boys sent up at the former having failed. His Honor the Lieutenant-Governor visited the school in company with the Senior Member of the Revenue Board, the Commissioner of the Division, and some of the district officers, and was not satisfied with the result of his examination, at which I was present. The ill success of the school is the more to be regretted, as the district authorities take great interest in it, and render all the aid desirable in the furtherance of its progress and prosperity.

Jhánsi.—The school passed but one out the five boys sent up in the middle school examination, who stands 20th on the general list of passed candidates for the united provinces. The results of my own examinations were equally poor, if not

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actually bad. More care appears to have been taken in the teaching of Persian, in which the school was found so backward in previous years. But little or no improvement is visible in Hindi, and, what is worse, both in this and in Persian, the classes have scarcely advanced beyond a few pages in three months or so. The results in English Literature, the dictation and vernacular version of a piece of moderate difficulty from an English newspaper, and in mathematics, were far from satisfactory. The single top class boy present out of the two on the roll miserably failed in the explanation and construction of simple passages from the class-book which he had only recently read, and the third or last class of the school, with the single exception of the Ránipur tahsíli school boy—a vernacular scholarship-holder—did equally badly; but the second or the intermediate class acquitted itself fairly on the whole.

The Senior Member of the Board of Revenue examined the school in English during His Honor's visit to the place, and remarked: "The boys in all the classes read and pronounced English well, and translated readily into Hindustáni." The boys of the first and second classes received the Commissioner's prizes of Rs. 15 and Rs. 10 for doing well in Hindi at a special examination in that dialect held at that officer's request by Mr. J. Deas, the Assistant Commissioner.

Lalitpur.—Three boys went up at the middle school examination, of whom one passed, the other two having failed in subjects other than English. I examined the school in the beginning of March and was not well satisfied with the result. The school has all along laboured under peculiar local disadvantages, and it is satisfactory to find that it is gradually and steadily improving under its present head-master, who takes an active interest in his work.

His Honor visited the school in the beginning of January last, with the Commissioner of the Division and the Deputy Commissioner of the district, and examined the boys in English. "They did as well as could be expected considering all the circumstances, and much better than those at Kálpi."

KUMAUN DIVISION.

62. The Diocesan boys' and girls' schools, Naini Tal, maintain their position and character. I consider that very fair progress in all the essentials of a sound elementary education has been made in the boys' school, and from a financial point of view the institution is becoming more successful. The girls' school has been carefully and successfully managed by Miss Bradbury, and great credit is due to her and the assistant teachers for the real progress which most of the pupils have made in their subjects of study. English generally, arithmetic, and history and geography have received careful attention, and neither plain nor ornamental needle-work has been neglected. The numbers are increasing, and the school is decidedly prosperous.

Almorah High School.—The average attendance in the high school department has been six. None of these was considered fit to go up for the last entrance examination, but a large and more promising class is preparing for the examination of the present year. The school passed four out of 14 candidates at the middle class Anglo-vernacular examination.

Chopra Mission School—is doing well. Two boys out of three passed the middle class examination.

The Inspector says: "I examined all the aided schools and found them efficient. But I think the Naini Tal and Srinagar aided mission schools ought to prepare boys for the middle class vernacular examination. The Pithoragarh aided school was not doing well when I examined it in March."

63. The Inspector reports as follows:—"The nine middle schools of Kumaun comprise four tahsíli, four halkabandi, and one aided school, and the combined average attendance was 51. The average attendance at the nine middle schools of Garhwál and two of Tarái was 14 and four respectively. But I regret to say that out of eight condidates from Garhwál, and two from Kumaun, none passed at the last middle class vernacular examination.

"There are altogether 11 tahsíli schools in this division, of whom only nine have been reckoned as middle. The two schools that do not teach up to the standard of a middle school are those of Milam and Súmeswar. The former has some time ago been transferred from Dárná and is still in its infancy, and the latter is gradually improving since Major Garstin visited it. I found 115 boys present, but almost all of them appeared to have joined the school recently. The other tahsíli schools that have been classed as middle are:—(1) *Titoh*—I proposed last year to transfer this school for insufficient attendance, but the committee decided to give the school a further trial of six months; as there are no signs of improvement it will soon be removed to a more favorable locality: (2) *Deolthal*—I found 63 boys present, of whom four were in the 1st and two in the 2nd class: this school is gradually emerging from its fallen condition; cholera was very severe in the neighbourhood: (3) *Choupakhia*—I examined 57 boys, of whom one was in the 1st, and three in the 2nd class; it is entirely owing to the exertions of the pandit that the school has regained its status as good: (4) *Dwárá Hat*—I examined this school twice; the higher classes were found deficient in Euclid and geography; the assistant teacher does not take pains

with his pupils and will be removed. This school always sent up to, and passed candidates at, the middle class vernacular examination before the present assistant teacher was appointed. Of the four tahsíli schools in Garhwál, Pokhra is the best, though I found the classification to be imperfect. There is not much to be said about the three other schools, as all of them suffered more or less from cholera. It is, however, satisfactory to find that they are daily improving. One of them, Kandai, will be transferred to Pokhri for want of interest on the part of the Kandai people. The Kashipur school in the Taráí district is now well attended. The abolition of one of the municipal schools has added to its number, but the teaching was not so good as might have been expected."

OUDH DIVISION.

63. The Inspector of the Oudh Dvision says—

"In the following report on the 11 Government high or zila schools, I shall for the present confine my remarks, as far as possible, to the high sections only; but some allusions to the state of each school, as a whole, are unavoidable.

"*Bara Banki.*—The number of names enrolled in the high section is 14, in the middle 36, in the primary 48, total enrolment on 31st March 98. As the enrolment for the last eight years has varied from 94 to 118, the present is not below the average. In a town like Nawabganj, inhabited chiefly by traders and shopkeepers, the number of English-learning students is not likely to increase. It might have been hoped, however, that when the five Anglo-vernacular tahsíli schools in this district were de-anglicized, several of the more advanced students would have joined the zila school. Not one, however, cared to avail himself of the privilege. The number of students in the high section is disappointing. The entrance class consisted of only five pupils. All these were allowed to appear for the entrance examination, and all failed. The chief cause of failure was the imperfect training which the candidates received in the previous year in the second class. The second master, being himself only a matriculated man, was not up to the work, and he has now been replaced by one who has passed the First Arts examination,—the lowest qualification that can be generally accepted for such posts. The present school-house has only five rooms for the accommodation of seven classes. Two more are urgently needed, as well as a compound wall and outhouses.

"*Unao.*—There are 25 students in the high section, 60 in the middle, and 50 in the primary,—total 135. This school suffered more than any other from the fever epidemic of 1879-80, which in the Unao district began before the end of July and lasted with scarcely any mitigation for more than five successive months. At one time scarcely 20 per cent. of the enrolment could attend the school, and most of the masters were also disabled. It says much for Mr. Mutti's management that before 31st March, 1880, the attendance in all sections had quite recovered, and that the fee receipts for the year suffered no decrease. In the entrance examination the Unao school has for some years past, since Mr. Mutti took charge of it. taken a high place, one of the highest, in proportion to its size, in the united provinces. This year its success was unavoidably marred by the effects of the fever. Many of the intending candidates were too ill to go up for the examination, and those who did appear had lost much of the time and strength required for preparation. Three candidates only went up. Of these one passed, but in the first division, which is equal to three passing in the third. The school-house is in good repair, and possesses sufficient accommodation for the several classes. But the boarding house is in a most dilapidated state, and the question how or when it is to be repaired has long remained unsolved.

"*Sítapur.*—In the high section the number of pupils enrolled is 18, in the middle 25, and in the primary 64,—total 107. Five students appeared for the entrance examination, of whom one only passed, and he, too, in the third division only. A new head-master, Lala Sita Ram, B. A., was appointed in the end of January last when the late incumbent, Babu Haro Gopal Sen, was transferred to Benares. The new entrance class, formed since 1st January, 1880, is extremely backward, as the new head-master reports, and as I found myself on examining the school in February last. They have been ill grounded in the mathematical course, and possess a very scanty acquaintance with English. This is chiefly the result of lax and careless teaching given by the second master in the year 1879; but it also indicates lax supervision on the part of the late head-master. Nor was there any sign of steady work having been done by the officer last named since 1st January, 1880. The school has already improved in tone since the new head-master joined; but the work of two years cannot be done in one, and I have therefore not much hope of the present entrance class doing credit to the school in the next examination.

"*Hardoi.*—The enrolment is almost the same as that in the previous year, and in almost the same proportions,—24 in the high section, 43 in the middle, and 48 in the primary,—total 115. There has been the same kind of failure in the entrance examination as in most of the other zila schools, and from the same cause,—the prevalence of fever in the month immediately preceding the examination. Of the 12 students belonging to the late entrance class, only three escaped with a slight attack of sickness,

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the rest were prostrated. Of the eight candidates who sat for the examination, only one passed. The number of pupils living in the boarding-house has risen from 23 to 25, and five more applications have been received from students of the late Anglo-vernacular schools, which have been vernacularized. In this respect the Hardoi zila school has been rather more fortunate than that at Nawabganj, Bara Banki. The school-house is in good repair, but two additional rooms are wanted. Some additions and repairs are also needed for the boarding-house.

"*Lakhimpur.*—The enrolment, though small for a zila school, is as numerous as can be expected in such a very small town as Lakhimpur, the least of all the sadr stations in Oudh. The total enrolment at the close of the year was 88, 20 being in the high section, 37 in the middle, and 31 in the primary. Of these 88 pupils, 13 are from outstations and most of them are accommodated in the boarding-house. The school has done well in the entrance examination since the present head-master (Babu Mahendro Nath Datt) joined, but this year there was a total failure. The head-master was absent on sick leave during the latter half of the year, and no one was sent to act for him. The task of teaching both the classes in the high section devolved, therefore, upon the second master, himself only a matriculated teacher, and in indifferent health. The present staff is efficient throughout, and I concur in the anticipations of the head-master that the school will soon retrieve its reputation. I found all the classes, except the new second class, in good order when I examined the school in February, 1880.

"*Fyzabad.*—The enrolment at the close of the year shows 19 in the high section, 118 in the middle, and 85 in the primary,—in all 222. The total is much the same as usual, but the disproportion between the first and the other sections is not a satisfactory feature. Promotions, however, cannot be made until the pupils are qualified; and in this matter Mr. Budden has no doubt used a wise discretion. Eight candidates appeared for the entrance examination, of whom four were successful, one passing in the second, and three in the third division. This result, though not brilliant, contrasts favourably with what was achieved by most of the other zila schools in Oudh this year, and is as good as could be expected from a class which (as the head-master reports) was an unsatisfactory one from the first. The boarding-house has been under the charge of Munshi Mahesh Prashad, the 6th master, who has discharged his duties very satisfactorily. The number of inmates, however, is only 15,—a small number for so large a school and so populous a district. The school-house is in good repair, and the accommodation sufficient. The Assistant Inspector and myself examined the whole school in March, 1880. I was not favourably impressed with the proficiency either of the third or the second class, but the head-master thinks that by the end of the year they will both be quite fit for promotion.

"*Gonda.*—The year closed with 120 names on the rolls, 30 in the high section, 48 in the middle, and 42 in the primary. The increased number of students in the high section, the rise in the fee collections, and the high percentage of attendance as compared with enrolment are all signs of hard work and efficient management on the part of the head-master, Babu Ram Mohan Banerjia. But in the last entrance examination the Gonda High School shared in the general ill success of the year. Five students were presented, of whom only one passed, and he, too, in the third division only. Two of the failed students were unfortunate rather than unsuccessful, for they were prostrated with the fever epidemic for more than a month before the examination commenced. There is an excellent boarding-house attached to this school; and the year closed with 16 inmates, of whom 10 are in receipt of local Government scholarships. I examined all classes of the school in February, 1880, and consider that the institution is in a sound and healthy state throughout.

"*Bahraich.*—The year closed with 25 names enrolled in the high section, 28 in the middle, and 67 in the primary,—total 120. The number of pupils in the high section has increased by seven, and this is the best thing that can be said of the school this year. Four candidates were sent up for the entrance examination, and of these one passed, in the third division only. Notwithstanding the almost total failure in the entrance examination, six students have obtained employment in the public service on salaries ranging from Rs. 10 to Rs 27. For this encouragement the school is indebted to Major deMontmorency, the Deputy Commissioner. Several useful additions have been made to the library through the liberality of the talúqdar of Bhinga. I examined the school in February, 1880. I found many indications that careful supervision had been exercised in the middle and lower classes by the head-master, Babu Kali Das Mookerjee. But there was a want of new blood in the teaching staff. The second mastership, which fell vacant lately, has been conferred on probation on Munshi Gaya Prashad, B. A., the only graduate at present on the staff, and the first graduate that the school has ever had.

"*Rae Bareli.*—The enrolment at the close of the year was 13 in the high section, 46 in the middle, and 69 in the primary,—total 128. There has been a considerable falling off in the middle and high sections, and a slight rise in the primary. The fewness of pupils in the high section, as I had occasion to remark of the Fyzabad school, is not a satisfactory feature; but in this instance the promotions have been

made too fast rather than too slowly. The school was examined by the Assistant Inspector in March, 1880, and the two highest classes have since then been examined by myself. We found them decidedly backward and ill-grounded. In the last entrance examination the success was very moderate. Seven candidates appeared. One passed in the third division. Another, who had joined the school a month or two before the examination, and who had therefore received his training elsewhere, passed also in the third division Another candidate (not one of the seven just named) appeared as a "private student," and passed in the second division. As this youth had received his training for three or four years at Rae Bareli, and had only left the school two or three months before the examination, he may be fairly considered as one of Mr Roberts' pupils. The school, therefore, passed in reality two students,—one in the second, and one in the third division. The staff has now been remodelled, and an M. A. graduate (Sayyid Amjad Ali) has been appointed to the second mastership. As the staff is now quite efficient, promotions will be made with greater strictness than heretofore; and by these means it is expected that the school will gradually reach the rank which in proportion to its establishment it ought to hold,—namely that of the second best zila school in Oudh after Fyzabad.

"*Sultánpur.*—The enrolment in the high section is 11, in the middle 35, and in the primary 54,—total 100. There has been a considerable decrease in the number of students, and the fewness in the high section is lamentable. The school entirely failed in the last entrance examination. This is the gloomiest report, as the head-master remarks, that he has ever had the misfortune to submit since his connection with the school commenceed,—a school which in proportion to its size has generally held one of the highest places among the zila schools of Oudh. The school was inspected by Munshi Durga Prasad, the Assistant Inspector, in March, 1880; and he did not find either the lower or the upper classes in a forward state. The staff of teachers is not altogether what it should be. The second and the third masters are both merely matriculated men, without any university status. The head-master, however, Babu Madhu Sudan Moorkerjia, has been successful hitherto, and I concur with him that the school will recover its reputation. The boarding-house, which was in bad repair and badly situated, has been thrown down and rebuilt in a more convenient spot elsewhere out of funds provided by the local rates committee.

"*Partabgarh.*—This is the only Government school which, in proportion to its numbers and teaching strength, achieved a decided success this year. The enrolment on 31st March, 1880, was 19 in the high section, 34 in the middle, and 49 in the primary,—total 102. The proportion of pupils in the high section is creditable, and the results of the entrance examination still more so. Seven candidates appeared for the entrance examination, of whom five passed, three in the second, and two in the third division. It will be afterwards seen that the school did equally well in the middle school examination. Of the five students who matriculated, three had failed in the previous year. The head-master in his report commends their perseverance in studying for another full year in spite of their failure. Equal commendation, however, is due to himself for having inspired them with so much confidence in the value of his teaching. The school was examined by the Assistant Inspector in March, 1880, and found in a satisfactory state throughout.

64. "The zila schools in Oudh have been affected in two ways by the amalgamation of this department with that of the North-Western Provinces,—an event which took place three years ago. The fee system has been changed; and the old scholarship system has been superseded. (*a.*) According to the old system of levying fees each student was expected to pay according to his means, some paying Rs. 5 or 6 per mensem, some only one anna, some few being even admitted (on sufficient cause being shown) as free students. By orders received in this office in May, 1877, all free-students were excluded, and a uniform scale of fees imposed on all alike, whether rich or poor. The effect of this rule on the 11 zila schools, after three years' continuous working, has been as follows:—

	Enrolment in high sections.	Total enrolment.	Total fee receipts.
1876-77	246	1,819	Rs. 5,719
1879-80	218	1,335	" 6,029

The fee collections have thus increased by the small sum of Rs. 310 or Rs. 28 per school,—but at the expense of losing 484 pupils, or 44 per school. The number 44 far exceeds the number of students who would have been admitted free on the old system. The educational loss, therefore, exceeds the financial gain. (*b*) The other change is the supersession of the old scholarship system peculiar to Oudh by a new one which covers the entire area of both provinces. I shall enter into further details on this point hereafter. At present it is sufficient to say that the effect on the zila schools has been twofold. Students from primary or village schools have almost ceased going to zila schools, and matriculated students from zila schools have almost ceased going to the Canning College. Both results are to be regretted, but in the case of those who are not too poor to pay their own expenses the fault lies with the students themselves.

65. "I shall here, in conclusion, briefly describe certain measures adopted in the last camping season for the improvement of the Government zila schools. These do

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not affect the high sections only, but have reference to each zila school as a whole.—(1) A new class has been formed between the 3rd and what was formerly the 4th. Thus the old 4th class has now become the 5th and so on downwards. For this purpose the establishment of a new teachership was sanctioned by Government for every school where the existing staff was too small. By this addition the number of English-learning classes in the high schools of Oudh has been brought nearly up to that existing in the high schools of the North-Western Provinces. (2) The teaching staff at almost every zila schools has been remodelled. When the 18 Anglo-vernacular schools were transformed, a selection was made; the best English teachers were reserved for zila schools, and the best vernacular ones for the de-anglicized schools. This revision of the staff had become an urgent necessity, for most of the old teachers were men appointed some 15 years ago, when the zila schools were in their infancy, and only inferior men could be procured from neighbouring provinces by the small salaries then offered, and men of higher attainments were not so indispensable as they have since become. In some of the zila schools there is still a great want of men of university status. But improvements have just been made in this direction also. An M. A. graduate has been secured for the second mastership at Rae Bareli, a B. A. for the second mastership of Bahraich, another B. A. for the head-mastership of Sitapur, and First Arts men for the second masterships at Unao and Bara Banki respectively. (3) The curriculum of studies, which was in force before the amalgamation, had not been revised with reference to the altered state of things. This has now been done. The change was very urgently called for as regards the studies of the third class; for the old curriculum of this class was adopted to the old middle school standard, which was established by myself about five years ago, and which since the amalgamation has been superseded by a new middle school standard differing from its predecessor in many important details. Another essential point in which the curriculum has been modified is the substitution of Persian for Urdu as the 2nd language to be taken up by candidates for matriculation. (4) All purely vernacular classes are now relegated to the branch schools. The lowest class which is allowed to be formed is that in which the English alphabet is commenced. Students who are unable to commence this, are directed to attend the branch school till they are considered fit to begin. Thus, so far as English is concerned, each school feeds itself, the primary section supplying the middle, and the middle the upper. The Sultánpur and Lakhimpur schools, which had no branches attached to them till lately, have now each been provided with one.

66. "There are three aided schools of the higher class in Oudh: the Canning Collegiate school; the Raja-ka-Bazar school, Church Mission, and the Bahrampur School in Gonda district.

"*The Canning School.*—The enrolment at the close of the official year was 109 in the high section, 317 in the middle, and 211 in the lower,—total 637. The large proportion of pupils in the high section since the opening of the new educational year indicates good progress. In the entrance examination this school took the lead in Oudh, and next to the Benares collegiate school stood highest in the united provinces. Twenty-two candidates were present at the examination, of whom 1 passed in the first, 8 in the second, and 5 in the third division. Babu Sarat Chandra has raised the entrance class (as the principal reports), to the honorable place which it formerly held, but from which in other hands it unfortunately fell. The establishment provided for this school is about on a par with that provided for the Fyzabad school, but as Lucknow is a much larger city than Fyzabad, the students attending the Canning School are about thrice as numerous.

"*Raja-ka-Bazar.*—This school is situated at about a mile's distance from the Canning School. The total enrolment on 31st March, 1880, was 328 of whom 40 were in the high, 110 in the middle, and 178 in the primary section. Each of these contains an Anglo-vernacular, an Urdu-Persian, and a Hindi-Sanskrit department. One student from the first passed the Calcutta entrance examination out of the 5 candidates who went up. Three students from the second passed the munshi examination of the Lahore university.* Lectures have been delivered every fortnight, in English or the vernacular, on various subjects unconnected with the school curriculum, and the manager hopes to continue the system this year also.

"*Balrampur School.*—This is an aided high school under the patronage of the Maharaja of Balrampur in the Gonda district. The last return shows an enrolment of eight students in the high section, 38 in the middle, and 95 in the primary. The year under report was an unfortunate one to the town as well as to the school. Small-pox lasted into May, 1879, then cholera broke out, and before the end of the rains the fever epidemic set in. The school, however, maintained its credit in the entrance examination. Out of the four candidates sent up one passed. I examined the school on 1st March, 1880, and was favourably impressed with the careful and systematic work of the head-master, Pandit Bishwa Nath, a Madrassi Brahmin, born and educated in Benares. The subordinate staff is weak, and ill paid. Hence it sometimes happens as is the case at present, that a new entrance class cannot be formed on the reopening of the school in January.

"*Unaided High School—La Martinière.*—The year closed with 65 pupils in the high section, 94 in the middle, and 57 in the primary,—total enrolment 216, which

* Panjáb University College.

shows an increase of 19 since the close of the preceding year. Thirteen candidates appeared for the entrance examination, of whom three passed in the first division, 4 in the second, and 3 in the third. There were two failures in English and two in mathematics. In every other subject every candidate passed. Not all the scholars enrolled in the entrance class are intended to go up for matriculation. Many pass into business without attempting this if good opportunities for employment occur in the meantime.

67. "*Middle Schools (English).*—In the Government Anglo-vernacular schools in the Oudh province the middle section consists of the third, fourth, and fifth classes, the two above being ranked as high, and all below the fifth as primary. During the greater part of the year under report the number of middle sections at English schools in Oudh was the following :—

I.—GOVERNMENT	At zila or high schools	11
	Tahsili or middle schools	18
II.—AIDED	High schools	3
	Middle schools...	10
III.—UNAIDED	High schools	1
	Middle schools...	2
	Total	45

But many of the above were either reduced or transformed in the last quarter of the past official year. The 18 Government schools in tahsil stations were all de-anglicized. Among the 10 aided middle schools one (Kakori, under native management) forfeited its grant in the first quarter of the year from continued inefficiency, and two Church Mission schools, (Rani Kattra and Victoria Street) voluntarily gave up their grants from 31st December, 1879. Thus the total list on 31st March, 1880, amounted to 24 and was made up of 11 middle sections at Government zila schools, 3 at aided high schools, 7 at aided middle schools, and 3 at unaided schools.

"From the examination returns it will be seen that the middle sections at Government high or zila schools have done more than twice as well as the same sections at aided schools. Comparing these results, again, with those at the Government high schools in the North-Western Provinces, it will be observed that the percentage of passed to presented candidates is not quite so high, the difference between the two being only seven. In drawing such a comparison two considerations should be borne in mind. Firstly, in the high schools of Oudh (Fyzabad excepted) the third masters, on whom the preparation of candidates for the middle school examination depends, receive only Rs. 40 per mensem, whereas in the collegiate and other high schools of the North-Western Provinces their pay is often twice as much, and hence their abilities and attainments are presumed to be greater in proportion. Secondly, the curriculum of our third classes (as I have already reported) had not up to the date of the examination been adapted to the requirements of the new middle school standard, which has been in force ever since the amalgamation of the two provinces. Forty scholarships were awarded to the 40 students who stood highest on the list. Eight of these were carried off by the Oudh schools, seven having been gained by students from Government zila schools, and one by a student from the Canning Collegiate School.

68. "The following is a brief report on the middle sections at the Government high or zila schools.

Bara Banki.—The third class consisted of five students, all of whom appeared for the examination, and four passed, or 80 per cent., one obtaining a scholarship. This is the best result the school has yet had, and the credit is chiefly due to Munshi Janki Prasad, the 3rd master, who taught them English and mathematics.

Unao.—The sickness, which told so seriously upon the results of the entrance examination, affected in a like degree the success of the third class students in the middle school examination. Out of an efficient class of 13 boys, only five could appear. Of these three passed, and one who stood 37th on the list obtained a scholarship. The credit is chiefly due to Munshi Brij Mohan Lál, the third master.

Sítapur.—Nine candidates were presented from the third class of the Sítapur zila school. Of these six passed; and three of them obtained scholarships. One of them stood 6th on the list of all the successful canditates from the united provinces, and the first from the Oudh province. This success is mostly due to Munshi Anni Lál, the third master, an industrious and promising officer, who has not neglected his studies since he matriculated, and is now preparing for the First Arts examination.

Hardoi.—The third class of this school has been on other occasions one of the most successful in Oudh, but last year the result was not so good as usual. Nine candidates appeared for the examination, of whom two passed, one of them gaining the 13th place in the united provinces, and the second place in Oudh. The success of the third class in this school has been due to the ability and hard work of Sayyid Ali Bahadur, who has been third master at the Hardoi zila school for the last five years.

Lakhimpur.—Only five candidates appeared from the third class of this school, and of these only one passed. Two more would have passed but for their failure in mathematics. The late third master (a very willing, but not an efficient teacher)

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has applied for pension, and his place has been taken by Munshi Kanhia Lál, a First Arts man from the Canning College. Better results are expected in future.

Fyzabad.—Fourteen candidates appeared from the third class, and five passed, three, however, not without the help of grace marks. The result, though not below the average obtained elsewhere, is considerably below what Mr. Budden, the head-master, hoped to see. The third master at Fyzabad receives as high a salary as many of the head-masters at the other zila schools in Oudh. The third class at Fyzabad ought, therefore, to take the lead of other Government schools in this examination.

Gonda.—The third class in this school has generally been very successful. Last year the result was below par. Fourteen candidates appeared, and three only passed, but two of these took high places on the list. The class did much better in English than in any other subject. The late third master, Munshi Hashim Ali Khán, has lately been appointed second master at Bara Banki.

Bahraich.—Fourteen candidates appeared from the third class in this school, and all but one failed. The passed student stood 211th on the list, with only thirteen names below his own. The head-master (Babu Kali Das Mookerji) gives no explanation of the failure in his annual report. The teaching in English and second language appears from the results to have been sound, but 13 failed in history and geography, and 12 in mathematics.

Rae Bareli.—Twelve candidates were presented. All failed without exception, and most of them in all the subjects except history and geography.

Sultánpur.—Ten candidates appeared from the third class. All failed as signally as in the Rae Bareli school. The head-master ascribes the disaster to ill luck rather than to demerit on the part either of boys or teachers.

Partabgarh.—The third class consisted of 13 students, all of whom appeared for the middle school examination. Of these eight passed, and one of them high enough to obtain a Government scholarship. Next to Sítapur, this school has done the best in Oudh in this year's examination.

"During the greater part of the year there were, as I have already reported, eighteen Government Anglo-vernacular schools of the middle grade at tahsíl stations, all of which were de-anglicized and otherwise transformed within the last quarter of the year. The history of these schools is as follows:—When the Educational Department was first organized in Oudh, it was resolved to have a middle class Government school at each tahsíl station. All of these schools, as originally constituted, were vernacular only. But after a time it was thought expedient to have Anglo-vernacular departments attached to some of them, as it was believed that there was a genuine demand for English in the larger tahsíl stations, and that the schools thus anglicized would feed the zila or central schools. These English departments were not maintained by the State, but supported on the grant-in-aid principle, Government paying one-half and the residents the other. As soon as the rural cess was levied, the local subscriptions fell off. The support of the English departments then fell wholly on the State. In this way the schools in question, which at their outset were vernacular only, became gradually converted into Government Anglo-vernacular schools. The only standard to which, for several years, they aspired to teach, was that of the fourth class, a standard which was at least three years' study below that of the entrance examination, and which, as the final outturn of a student's education in English, was of very little use to him in after life. On being appointed to the Directorship of Public Instruction in Oudh, I established, chiefly for the benefit of these backward schools, a middle class examination, the standard of which coincided with the curriculum of the third class. Every effort was then made to bring the schools in question up to this higher and more useful level. Scholarships were offered as a reward for success; and, as far as funds permitted, the teaching staff was strengthened at each school. The scheme bade fair to prosper. Most of the schools in question formed a third class, and some were beginning to send up candidates for the middle school examination. At this stage Oudh was amalgamated with the North-Western Provinces, and with the amalgamation came the new system of fees. With the introduction of this system, the tahsíli English schools at once collapsed. The fees now imposed, though at a higher rate than the old ones, were still low, considerably lower than those charged at zila schools. But the residents at tahsíl stations either would not or could not pay them. The schools were allowed a long term of trial under the new condition in which they were now placed, but they never rallied. Henceforth they supplied fewer pupils than ever to the central or zila schools, and the middle school standard was still more rarely reached. The schools were in fact dying a natural death from want of pupils. Under these circumstances it was decided to eliminate the English element and reduce them to the vernacular status. They were thus reconverted to what was in fact their original character when the department was first organized. Ten were transformed into ordinary tahsíli schools of the vernacular grade, seven more into schools of the same stamp but with the addition of a normal class for the training of village teachers; and the 18th and last (Ajudhya) into a Sanskrit school. The last, however, was not opened as a Sanskrit school until the middle of April last, and therefore, it will not be alluded to again in the present report.

69. "Reverting now to the subject of the middle school examination, it will be seen, in reference to the statement shown above, that out of the 18 schools transformed in the last quarter of the year, 16 were able to send up one or more candidates for the examination named. Ten sent up 29 candidates between them, and passed none. The other 6 sent up an aggregate of 18 candidates, and passed 8, or 41·7 per cent. This latter result shows that the teachers in these schools did their duty courageously and well in spite of all discouragements. It is worthy of note that these de-anglicized schools did better in the 2nd language than in any other subject, and that in this they even surpassed the middle sections at high schools. This corroborates the opinion expressed prior to their conversion that the taste for English in the tahsíl stations of Oudh was less general than that for Persian or the vernacular. This is further confirmed by the fact that when the English classes were broken up scarcely any of the dismissed students repaired to the zila schools. Personally I am sorry that all these English schools have failed as they have done, as I believe that the study of English, when pursued in earnest, has done, and will yet do, more to raise the native character than any other educational means that can be applied, and that the only remedy against the conceit or discontent, which it is sometimes found to engender, is not to suppress the study, but to extend it as widely as possible, until a knowledge of English ceases to carry any distinction, as it has long ceased to do in some parts of the Madras Presidency, where English has almost become a vernacular language. The failure of all these English schools appears to indicate a want of enterprise among the natives of the upper provinces. Had the schools in question been situated in Bengal, I feel no doubt that most or all of them would by this time not merely have mastered the middle school examination, but have begun presenting candidates for the entrance examination also. In Benares about 10 years ago five middle class schools under private management received grants-in-aid for teaching English. Four of these were started by Hindustáni committees, and one by a Bengali committee. All commenced alike, but their fortunes soon began to diverge. The Hindustani schools failed in a few years and lost their grants. The Bengali school (known as Bengalitola) not only kept its grant, but shot beyond its original aim, and is now sending up candidates yearly for matriculation. It is a common subject of complaint among Hindustánis that Bengalis are placed over their heads in their own country. The fault is evidently to a great extent their own.

70. "There are 3 aided high schools, the middle sections of which presented candidates for the middle school examination.

"*The Canning Collegiate School.*—Of the thirty-two candidates who went up from the third class, 6 only passed, 18 having failed in the second language, and 20 in mathematics. Mr. White, the principal, imputes no blame either to the teachers or their pupils, but ascribes the failure to the defective system on which the examination is carried out.

"*Rája-ka-Bazar Church Mission.*—Here the failure was even more signal than in the Canning School. Only one passed out of 13 candidates. The manager of the school makes no attempt to account for the failure. The present third class, formed since January, 1880, does not seem to be a promising one, judging from the inspection report of Munshi Durga Prasad, who examined it last April.

"*Balrampur School.*—Here the failure was still worse. Five candidates went up and all failed. With one exception every candidate failed in every subject. The subordinate staff in this school has always been weak. Whatever success the school may have in the entrance examination is chiefly owing to the instruction imparted to the first and second classes by the head-master himself.

71. "On 31st March, 1880, there were only 7 aided schools of the middle grade still at work. But up to 31st December, 1879, there were two more, Rani Katra and Victoria Street, both of which belonged to the Church Mission. These were closed on the date last named by orders from England, not because they failed to attract pupils, but because it was thought expedient that the efforts of the local manager should be concentrated on the Society's largest school, Rája-ka-Bazar. Of the 7 schools left standing on 31st March, 6 are managed by the American Mission, and the seventh (at Mahmudabad) is under the patronage of the local rája, who contributes more than half of the total tuitional expenditure. The 9 schools enumerated above made an extremely poor show in the last departmental examination, the standard by which their efficiency and usefulness as English schools are chiefly to be measured. Of the American Mission Schools, only one (Nakhas) presented any candidates at all. The number sent up from this school was only two, and of these only one passed. The Church Mission School at Rani Katra and Victoria Street presented between them 5 candidates, all of whom failed. The Mahmudabad school presented only one candidate, and he too failed. Thus the 9 aided schools under report, possessing (in their middle sections) a total enrolment of more than 100 students, sent up between them only 8 candidates, and passed only one. The average cost per pupil to Government in these middle sections was Rs. 28.

There are three middle sections at unaided schools:—

(1) "The middle classes at La Martinière College contained an enrolment of 94 students on the 31st March. All these students are learning English, Hindi, Urdu

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and Latin. But as the vernacular required by the middle school examination far exceeds what can be conveniently taught in the Martinière both in amount and quality, pupils from this school do not appear for the examination. The total tuitional cost in this middle section was Rs. 7,209, of which Rs. 3,822 came from the endowment and Rs. 3,387 from tuition fees. The average daily attendance was 74. This gives the cost per head at about Rs. 97, of which more than Rs. 45 are paid on an average by each student himself.

(2) The Bhinga school in Bahraich, maintained by the local rāja. It is greatly to the credit of this small school that, notwithstanding the slenderness of the teaching establishment, it sent up and passed a candidate in the last middle school examination. The head-master reports that 3 more would have gone up, had they not been prevented by sickness.

(3) The Centennial School, Lucknow, maintained by the American Mission. This school is attended chiefly by Eurasians and native Christians, and has been organized on the same plan as the Lal Bagh Girls' School, which will be described presently. If it succeeds as well, it will do a good work in Lucknow. The educational aims of the school, as the manager reports, are to prepare students for the middle school Anglo-vernacular examination. Since 1st April, 1880, it has been in receipt of a grant from Government.

MIDDLE SCHOOLS (ENGLISH) FOR GIRLS.

72. "There are no Government girls' schools in which instruction is given above the primary grade. But there are 3 private schools in Lucknow, 2 aided and 1 unaided, attended chiefly by girls of European or East Indian descent, some of whom are receiving instruction of a higher order. The last of these, the Convent School, receives no aid, and sends no annual returns to this office. The other two are La Martinière, which receives a grant of Rs. 200 per mensem, and the Lal Bagh School, which receives Rs. 60.

"*La Martinière*—Looking back to the days when this school was first founded, I regret to be obliged to report that its career, taken as a whole, has been one of decline rather than progress. The fee book of 1871 shows that in the month of October that year there was a total attendance of 71 girls, of whom 15 were boarders paying the full fee for board and tuition, 13 boarder foundationers who paid half the fee (the other half being paid from the school endowment), 39 day scholars all paying the prescribed tuition fee, and 4 day scholars who were admitted free. In those days the school would bear comparison both in name and in numbers with the Martinière Boys' School, to which it was intended to be a sister institution. Things have much changed since then. On the 31st March, 1880, there was a total enrolment of only 33 girls, and of these only 4 (namely, 1 boarder and 3 day scholars) are paying their own expenses. The rest are maintained in whole or in part by charity, 17 being foundationers who are boarded and taught for nothing, and 12 boarder foundationers who pay less than half the prescribed boarding charges. The school is under the management of the Governors of La Martinière College, assisted by a ladies' sub-committee. I examined all the classes *vivâ voce* lately in every subject. In the two highest classes the girls answered promptly and accurately, and in the two lower classes they did moderately. Miss Pennington, the head-mistress and Miss Mayes, the 2nd mistress, have evidently both taken pains, and the girls have made satisfactory progress. Three years ago the number of girls exceeded 50; but since then the tuition fees and omnibus charges have been raised, and probably this will chiefly account for the present depressed state of the school.

"*The Lal Bagh Girls' School.*—The year ended with an enrolment of 80 girls, 15 in the middle, and 65 in the primary grade of instruction. Of these, 27 are of European or East Indian descent, 42 are native Christians, and the other four Hindus or Mahomedans. Every girl in the school, of whatever age or origin, learns English, 77 are learning Urdu besides, 8 Hindi, and 1 Latin. The school was examined lately by Munshi Durga Prasad, assisted by Miss D'Abreu, the Deputy Inspectress. The quality of the instruction has already exceeded the limits of the middle standard. Some of the girls are reading the same English and Urdu books as those prescribed for the Calcutta entrance examination, and have commenced Euclid and algebra. These are still about a year behind the standard of the entrance examination in some subjects; but if they persevere, there is no reason why they should not eventually matriculate, and thus set an example to other girls' schools in the upper provinces. The teaching has been equally sound in the lower classes, as is clear from the report of the Assistant Inspector. The school is under the management of the American Episcopalian Mission. Miss Thoburn, who has superintended its working for many years past, has left the country for a time for the sake of change and rest.

MIDDLE SCHOOLS (VERNACULAR).

73. "In vernacular schools the middle section consists of two classes only, the second and first. Students from the first class undergo the annual departmental middle school examination. All classes below the second are ranked as primary, and coincide precisely with those of village schools. On 31st March, 1879, there were 50 middle sections in the province of Oudh, with an enrolment of 542

scholars. On 31st March, 1880, there were 53 such sections, with an enrolment of 619 scholars. Besides these 53 schools, there are four more (Zaidpur, Haidargarh, Utraula, Jais) which may be termed middle in a potential sense, that is, no middle classes have yet been formed, but the schools have been provided with middle class establishments, and are situated in places where there is likely to be a regular influx of new pupils from year to year as fast as the old ones leave. This raises the total to 57. The improvement, however, consists rather in the quality of the new schools, present and prospective, than in their increased numerical strength. Among the old schools there were many which were unfit, or rather unable to maintain the rank which has been assigned to them in past years, and this partly from want of population and partly from insufficiency of staff. These have been reduced. The new schools, on the other hand, have all been formed out of the Anglo-vernacular tahsili schools, which were de-anglicized in the last quarter of the past official year. Eventually, when more time has been allowed for the new arrangements to work, these schools are likely to become the best vernacular schools in Oudh. The following statement shows what changes have been made in the number of schools in each district since 31st March, 1879 (including the four named above, in which middle classes have not yet been formed):—

Name of district.	Number of schools in 1878-79.	Number of schools in 1879-80.
Lucknow	5	4
Bara Banki	2	7
Unao	10	7
Sitapur	11	8
Hardoi	4	8
Kheri	4	5
Fyzabad	2	4
Gonda	2	4
Bahraich	2	2
Rae Bareli	2	4
Sultánpur	2	2
Partabgarh	4	2
Total in 12 districts	50	57

74. "The following report, district by district, will explain the above figures more fully, and show what the working of the schools has been in the past year.

"*Lucknow.*—The four vernacular schools in this district possessing middle sections are Chauk and Naubasta in the city, Malihabad and Mahona in outstations. In the preceding year a 5th school (Mahbubganj in the city) was counted as middle, but only on the ground of its having formed a second class with three pupils, a class which it has not been able to renew since then. The four schools named above contained between them 19 students in the first class in November, 1879. Of these eleven appeared for the middle school examination, and four passed. The Naúbasta and Mahona schools are both well housed. The Chauk school has no house of its own, and is compelled to meet in a hired building in one of the most crowded and noisy quarters of the city. The Malihábad school is still worse accommodated. It meets in a borrowed building of a most unsuitable description. The want of a school-house has been represented year after year to the Public Works Department, but up to the present time the department has not been able to take the matter in hand.

"*Bara Banki.*—The names of the seven schools in this district are noted in the margin,—five new and two old ones. The five new ones have been formed out of Anglo-vernacular schools, which were lately de-anglicized; and of these, the two last named have not yet been able to form middle classes. The abolition of English is almost always attended with some disfavour at first, especially among the clerks at the tahsil offices; and hence the immediate effect of such a measure is generally a considerable decrease of attendance. It is satisfactory, therefore, to find that the enrolment at the five schools named, which stood collectively at 147 before the curriculum was changed, rose to 244 (an increase of about 20 per school) after the elimination of English, and this in the space of less than two months. The schools at Kursi and Ramnagar have both done fairly. They had between them 18 students in the first class; and 15 of these appeared for the middle school examination, of whom four passed—two in the second and two in the third division. The seven vernacular schools in this district are all conveniently housed, but a well is much wanted at Haidargarh.

New schools.	Old schools.
Daryabad.	Kursi.
Rudouli.	Ramnagar.
Futahpur.	
Zaidpur.	
Haidargarh.	

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"*Unao.*—At the close of the year there were eight vernacular schools in the Unao district containing middle classes. Their names are given in the margin. All but the one first named are of old standing. The Purwa school is one of those eighteen English-teaching schools which were de-anglicized in the last quarter of the past year. Up to the present time it has not gained but lost ground by the change of curriculum. As an Anglo-vernacular tahsili school it had not fallen to such a low ebb as most of the others, and hence the abolition of English has been less favourably received here than elsewhere. In the year 1878-79 three more schools (Neotni, Nawalganj, and Chamrauli) were included in the list of middle schools. As these places are merely villages, and the demand for instruction above the primary grade was very small, the establishments have been reduced, and an unnecessary annual expenditure of Rs. 1,272 has thus been saved. As village schools all three are now doing well. Eighteen candidates were sent up from the Unao vernacular schools for the last examination, and eight passed—one in the first, seven in the second division. The result is very much better than those obtained in the two preceding years. The chief credit is due to the Mohan and Bihar schools. The Mohan school continues year after year to suffer from the want of a suitable school-house. The school at Bangarmau is also very badly accommodated. The rest are well housed.

Purwa.
Mohan.
Safipur.
Nagar.
Bihar.
Maurawan.
Muradabad.
Bangarmau.

"*Sitapur.*—The year commenced with 11 middle class schools and closed with only eight. This decrease has not been owing to the re-organization scheme which was carried out in the last quarter of the year, but to the stoppage of the subscription fund in the first quarter. The schools affected by this measure used to be supported on the grant-in-aid principle, half the income coming from subscriptions and half from Government funds. When the subscriptions ceased, the grant ceased also; and the schools were thrown upon the rural cess. The schools thus affected were eight in number. Four of these (Tambour, Hargam, Rimsar, and Maharajnagar) fell at once into the rank of village schools, the only status for which they were really fit. The remaining four (Machhrata, Paintepur, Laharpur, and Qutabnagar) managed to keep up their middle classes till the end of the year under report, but it is more than doubtful whether they will all continue to do so much longer. The other schools are Biswan, Misrikh, Bari, and Khairabad. The last three are of long standing. The first was an Anglo-vernacular school till February, 1880, and it has profited already by the change of curriculum. By the 31st March it had an enrolment of 72, with all the classes complete. Twenty-four candidates from the Sitapur vernacular schools sat for the last examination, but only three passed—two in the second division from the Laharpur School, and one in the third from Machhrahta. The Khairabad school is much in need of a suitable school-house. At present it has to meet in a hired house, which is both dark and over-crowded.

"*Hardoi.*—The year began with four vernacular schools of the middle grade and ended with eight. Their names are shown in the margin under their respective headings as old or new. The four new schools were teaching English till the middle of February, 1880, when they were made vernacular both as to curriculum and establishment. The change appears to have been better received at Shahabad and Bilgram (in both of which the present enrolment already exceeds the average daily attendance during the past year) than at Mallawan and Sandila, where the order of the figures is reversed. Considering that English had been taught in these places for about 18 years, we cannot expect the tastes of the residents to undergo a violent or sudden change. Middle classes have been formed already at all these schools, and the prospect is by no means discouraging. As regards the old schools, the only one which has done credit to itself and to the district is that at Pihani. Four candidates were sent up for the middle school examination, and two passed—one in the second, and one in the third division. The other three schools (Sandi, Gopamau, and Bawan) sent up between them seven candidates, and passed none. The attendance at these schools has recovered since the ravages of the fever epidemic have ceased, and it may be hoped that with the return of healthier seasons the educational results will also improve in proportion.

Old schools.	New schools.
Bawan.	Shahebad
Sandi.	Bilgram.
Gopamau.	Sandila.
Pihani.	Mallawan.

"*Kheri.*—The year began with four vernacular middle schools (Gola, Bawan, Aurangabad, Kheri) and ended with a fifth, Muhamdi. The last was one of the 18 Anglo-vernacular schools which have been transformed. The Muhamdi school, prior to the elimination of English and the reduction of the staff, was more flourishing than most of the other English-teaching schools transformed and reduced with it. Yet the enrolment by 31st March had already exceeded the average daily attendance during the past year. The Kheri school sent up six candidates, and the Aurangabad one, for the last middle school examination. All failed. Better results were expected from the Kheri school, which has been well taught and well managed throughout the year, but the Aurangabad school was known to be inefficient through the idleness and quarrelsome temper of the head-master. The Barwar school has also suffered

from the same cause during the past year. These are merely temporary evils. But the loss which the Gola school has suffered through the transfer of the tahsíl offices to another station is permanent, as the only class from which pupils can now be drawn are the priest-ridden natives of this pilgrim-frequented town. The attendance at Gola has not decreased, but the quality of the instruction has deteriorated; there is at present no first class, and the enrolment in the second is only eight. The Gola, Kheri, and Muhamdi schools are all well housed; but the school-house at Barwar is in a dilapidated and almost dangerous state. The Aurangabad school is still compelled to meet in its old unsuitable quarters.

"*Fyzabad.*—The year began with two and ended with four schools. The two new schools are at Akbarpur and Tánda, both of which had been teaching English for many years previously until February, 1880. The Akbarpur Anglo-vernacular school had sunk to a very low ebb at the time when the curriculum and establishment were about to be changed. The average daily attendance for the whole year was only 28. The numbers have improved since the elimination of English, but are still less than half what I expect them to become by the end of another year. The same remarks apply to the Tánda school also. There is much want in this district of good vernacular schools teaching up to the middle grade, and I have great hope that the two new schools will supply this want in due time. The two old schools, Bhadrisa and Jalalpur, have neither of them flourished. They sent up twelve pupils between them for the last examination. Of these, only one passed. The Bhadrisa school has since 1st April been reduced to a village school, as the staff was inadequate and further expenditure was not deemed expedient. The Jalalpur school, the older of the two, is by no means in a satisfactory state, and a change in the staff has been lately made.

"*Gonda.*—The year began with two vernacular schools of the middle grade (Paraspur and Náwabganj), and ended with four; the two new ones being Colonelganj and Utraula, both of which were teaching English until about the middle of February, 1880. Of the two old schools, Nawabganj sent up five candidates for the last examination and passed none; Paraspur sent up 14 and passed three, two in the second and one in the third division. In the preceding year the school last named passed four candidates. It has therefore preserved its reputation as being the best school of its kind north of the Gogra. The Nawabganj school has improved. Although it passed no candidates last year, it never before sent any up; and to have formed for the first time a first or highest class is an indication of progress from which better results may be hoped for in the next examination. The newly-organized vernacular school at Colonelganj, notwithstanding the popularity and good work of its late English head-master, has somewhat increased in numbers since the change in the curriculum. The Utraula school had sunk to the lowest depth of inefficiency and uselessness as an English school. There were scarcely any students in regular attendance, and these were so backward in everything, that, when the curriculum was changed, it was quite impossible to form middle classes by 31st March, 1880. Hence in the appendix to the present report the statistics of the Utraula school will only appear among those of primary schools.

"*Bahraich.*—There are two vernacular middle schools in this district,—the same number as in former years—Jarwal and Nanpara. Both schools have somewhat improved in numbers, and both did moderately well at the last middle school examination. Nanpara sent up six candidates, and passed two, one in the second, and one in the third division; Jarwal sent up seven candidates, and passed one in the third division. The Nanpara school-house has been repaired. That at Jarwal is in a very dilapidated state, having never been repaired for the last three years. At both schools I was favourably impressed with the manner in which the teachers have been doing their work.

"*Rae Bareli.*—The year began with two, and closed with three, schools of the class under report, the two old schools being Inhona and Salon, and the new one Jais,—one of the late English-teaching schools transformed in the last quarter of the year. The Jais vernacular school has already 81 names on the rolls; but no middle classes have yet been formed. The Inhona and Salon schools have both fallen off in numbers, but they did credit both to themselves and to the district in the last middle school examination. Eight candidates went up from the two schools together and six passed, three from Salon (one in the first and two in the second division) and three from Inhona, all in the second division. Thus the percentage of passed to failed candidates was 75. This is the best percentage obtained by any district in Oudh, and it contrasts not unfavourably with those obtained in most of the districts in the North-Western Provinces.

"*Sultánpur.*—The same schools have been kept up as in former years, namely, Dostpur and Jagdispur. Both have decreased in attendance, and there have been fewer pupils in the first class since January, 1880, after the annual promotions had been made, than there were in November, 1879, when the middle school examination was about to be held. Five candidates went up for this examination from Jagdispur, and one passed in the 3rd division. Four went up from Dostpur, and one passed in the 1st division. These results, though by no means brilliant, are about up to the average. But the loss of pupils in the middle section since 1st January, 1880, is unsatisfactory.

SECONDARY INSTRUCTION.

"*Partabgarh.*—The year began with four schools of the vernacular middle grade, and ended with two. The schools at the villages of Nidura and Nawabganj were both reduced to village schools in the last quarter of the year—the only status for which, after long trial, they were found fit. The Partabgarh school has been strengthened, and is now provided with an establishment from provincial funds. It was not able, however, to send up any candidates for the middle school examination last year. The Patti school has always laboured under the difficulty of procuring a sufficient supply of new pupils as the old ones leave. For Patti, though a tahsíl station, is, in point of population, merely a village. The school has managed, however, thus far to keep up the full complement of seven classes. It sent up five candidates for the last examination, and passed one in the second division.

75. "The statement shows how the Oudh Government vernacular schools fared in the last middle school examination, and suggests two comparisons,—firstly, how do these results compare with those obtained in Oudh itself in the preceding year? and secondly, how do they compare with those obtained in the North-Western Provinces in the year under report? In reply to the former question it may be said that the Oudh schools have much improved during the interim. In the year 1878-79 159 candidates appeared for the examination, and twenty-nine passed, none in the first, sixteen in the second, and thirteen in the third division: and the percentage of passed to presented candidates was only 18·2. In the year 1879-80 the number of candidates who came forward was 120 (the decrease being owing to the general falling off in attendance at the extremely sickly season when the examination was held). Of these candidates thirty-seven passed, four in the first division, twenty-six in the second, and seven in the third. The percentage of passed to presented candidates was 30, nearly double the percentage of the previous year. Reckoning the first division as treble, and the second as double the third in value, we see that the results in the year 1878-79 may be measured by the number 45, and those in the year following by 71. And this improvement has been made notwithstanding the excessive prevalence of sickness at the time of the examination, and the weak bodily condition of many of the students who went up for it.

But, as compared with schools in the North-Western Provinces, the schools in Oudh are still far behind, if we take the results of the middle school examination as the standard of comparison. The distance is measured by the fact that in the latter province the percentage of passed to presented candidates in the last examination was 46·7, while that in Oudh was only 30. The difference, therefore, is in the ratio of about 3 to 2. Of this disparity there are two causes, one of which was removed a few weeks ago, while the other will long continue to operate. The first cause is that the old Oudh curriculum, which was not well adapted to the middle school examination now in force, had not been abolished ever since the amalgamation of the two provinces. When the new examination scheme was first announced, nearly three years ago, the necessary notice was duly issued to the several Deputy Inspectors with recommendation as to the books to be taught in the first class; but the old curriculum was not abolished. Hence in my camping tour in the last cold weather, I found that copies of the old curriculum were still hanging on the walls; that the vernacular readers and histories prescribed by the North-Western Provinces Government for this examination had not yet been brought into use in most of the schools; and that boys were still studying algebra and the third book of Euclid, neither of which are required at all by the present middle school standard. This retention of old standards, long after they had ceased to be useful, has hitherto damaged the success of the Oudh candidates in the general competition, and the schools have thus been made to appear less efficient than they are. I was not able to circulate a revised curriculum till the camping season was over; and it will take another year or two yet before the schools have been brought into the new groove. The other circumstance which has placed the Oudh schools at a disadvantage, and which, I fear, cannot be removed so easily, is that the teachers, on whom the preparation of the students for the present middle school standard depends, have themselves been trained on a very different system from the first. Almost all of our middle class certificated teachers were *maktab* men, that is, men brought up in the methods of indigenous schools. They were the best, in fact the only, men that could be found when Government vernacular schools for middle grade instruction were first opened in Oudh. At the age of thirty or upwards these maktab men were sent to the late Lucknow Normal School to learn history, geography, the elements of physical science, arithmetic, algebra, and Euclid, subjects to which they had been entire strangers all their lives before, and for which they had no hereditary taste or aptitude whatever. As their services were in immediate request, the training given them in these novel subjects was made as short and rapid as possible, and hence the quality of the knowledge gained in the Normal School was often very superficial. Through going repeatedly over the same ground in the teaching of their classes, they have acquired a certain degree of mechanical readiness, so long as they keep within the groove marked out in the text book; but as they have no traditional respect or hereditary aptitude for mathematical and other modern subjects they have neglected the practice of private study, and have therefore deteriorated rather than improved since they left the Normal School. The subject in which our teachers are especially strong,

Persian, is not required at all in the present middle school examination; and the subject in which they are least prompt and least able to leave the beaten track, mathematics, is the one of all others in which the examination is most strict and searching. On reference to the table given above it will be seen that the rock on which our students split was mathematics, more than half having failed in this subject only. The remedy for this state of things can be only gradual. It is probable that more pains will be taken by our teachers in this subject, when they see that their success and reputation depend on its being more efficiently taught; and gradually as vacancies occur, a new class of teachers, men of the second generation, can take their places. We cannot, however, give up Persian, although it counts for nothing in the examination. In tahsíl stations the hankering after this language appears to be more general than the desire for English; and when English was eliminated from the curriculum at the schools which have been recently transformed, it was necessary at once to introduce Persian as a substitute.

76. "All the schools described hitherto are under Government management, and most of them are supported entirely from Government funds. There is only one private aided school in the province of Oudh which has a vernacular middle section, this is Raja-ka-Bazar School in Lucknow, belonging to the Church Mission. As I have before reported, this school is of a triple character throughout, Anglo-vernacular, Hindi-Sanskrit, and Urdu-Persian. Six candidates appeared for the last middle school examination, of whom two came from the Urdu-Persian department, and four from the Hindi-Sanskrit. Of the former all failed; of the latter one passed in the second division."

SECTION V.—Primary Education.

77. For primary schools, English and vernacular, two tests have been established in the upper and lower primary examinations. No returns of the number of pupils who have attained these standards have been received for Oudh, and the annual statements are therefore in this point incomplete.* The Oudh schools, however, have been carefully examined, and full information as to their condition is given in the Inspector's report. As the rules for the newly-established examinations could not be carried out in 1878-79, no returns of passed pupils were published in the last report, and no comparison in this respect can be made between the results of the past year and that which preceded it. In the North-Western Provinces 4,821 pupils are reported to have passed the upper, and 14,280 the lower, primary examination in the year under report. Sufficient details as to the general condition of primary schools in each division will, it is hoped, be found in the Inspectors' reports which follow and in the reports of the school committees, which are published separately.

Meerut Division.

78. The Inspector of the Meerut Division reports as follows:—

"The upper primary department (English) comprises the 6th and 7th classes of the high and zila schools. During the year the number of boys decreased in the upper primary department of every school except Saháranpur. In this latter the number rose from 25 to 34. In the case of Meerut the decrease was compensated to a certain extent by a corresponding increase in the lower primary department. So also with Muzaffarnagar. At Aligarh there was no such compensation, the number in the lower department continuing the same as for last year, whilst at Bulandshahr there was a falling off in this department as well as in the upper one.

"Bulandshahr was affected most, but internal dissensions resulting in the transfer of three of the masters doubtless had something to do with the decline. At the last annual examination the aggregate number of promotions from the upper primary to the middle departments was 62, whilst the number from the lower primary to the upper was 71.

79. "The vernacular upper primary department comprises classes III. and IV. of the tahsíli, pargana and halkabandi schools, whilst classes V.—VII. of these schools constitute the lower primary department. The aggregate number of boys present at my examinations of the upper primary departments of the tahsíli and pargana schools was 76 less than the corresponding number for the previous year, and in the lower primary departments there was a decline of 389. In the Meerut district only was there a slight increase in the number of examinees. According to the returns furnished by the Deputy Inspectors there was a great decline also in the aggregate numbers on the rolls of the upper and lower primary departments of the halkabandi schools at the time of examination. I cannot compare the rolls of the three departments of these schools with those of last year respectively, as the latter were not called for from the Deputy Inspectors, but the total number of boys on the rolls at the time of examination was 20,081 this year against 21,235 of the previous one. This shows a decrease of 1,154 in the total number of halkabandi boys.

"The disproportion between the numbers of efficient and inefficient halkabandi schools is very great, especially in the case of the lower primary department. In the

* The numbers have now been received. 2,501 passed the upper, and 5,050 the lower standard.

PRIMARY EDUCATION.

Meerut district I have not ranked one lower primary school as efficient. So few boys of the 7th class passed. I looked for better results, however, from the other districts, but sickness and consequent low attendance here defeated my expectations. The upper primary schools of the Saháranpur and Muzaffarnagar districts have done better. I saw 160 halkabandi schools during the tour. The best of the girls' schools are probably in the Aligarh district, though I have generally found one nearly equal to them at Pandauli in Saháranpur. Schools of this class undoubtedly need female supervision."

AGRA DIVISION.

The Inspector of the Agra Division reports as follows:—

Schools.	Upper primary. Boys examined	Upper primary. Number passed.
Etawah	27	20
Muttra	24	14
Farukhabad	19	14
Etah	7	7
Mainpuri	15	11
Total ...	92	66

80. "*Zila Schools.*—These schools have no lower primary school classes, as pupils are expected to read, write, and cipher before admission. The results in the upper primary division have been sufficiently noticed under the head of high and middle schools respectively, and a marginal abstract of examination results will here suffice.

Schools.	Upper primary. Pupils examined.	Upper primary. Number passed.	Lower primary. Pupils examined.	Lower primary. Number passed.
St John's College	32	25	35	22
St. Peter's do.	13	13	9	9
Victoria High School	14	14	27	24
Mufid-i-am do.	18	14	30	27
Fatehgarh do.	11	11	15	15
St. Paul's Orphanage	14	14	13	13
St. Patrick's do.	12	12	8	8
Total ...	114	103	137	118

"A similar abstract is given for aided schools that have classes above primary and whose general results have already been noticed. I will only further remark that in all these schools arithmetic has not yet reached the standard desired, and that it can only be reached gradually.

"I proceed to notice primary schools proper, noting their examination results marginally. These schools are divided into boys' schools, girls' schools, and mixed schools. With reference to the Agra High School, I may here remark that the name "high school" is for the present a misnomer. It is to be hoped that the Canning Protestant Girls' School will in another year or so take higher rank. In each case the grant is recommended.

Schools	Upper primary. Pupils examined.	Upper primary. Number passed.	Lower primary. Pupils examined	Lower primary. Number passed.
Loha ki-Mandi Branch School ...	..	...	7	7
Gokalpura ditto ...	8	8	7	7
Canning Girls' School	...	...	8	5
St Joseph's Native Female Orphanage,	...	...	9	9
Kuttra C M. Society Girls' School ...	...	...	8	8
Agra High School	2	2	5	5
Fatehgarh Gun Carriage Factory ...	...	...	3	3
Sikandra Orphanage, Boys' ...	17	17	15	15
Ditto, Girls' ...	...	...	10	10
Tundla, E I Railway	...	...	...	...

BOYS' SCHOOLS.

81. "*C. M. S. Branch School, Loha-ki-mandi.*—Sickness had affected the average attendance for the year, which, up to the end of February, was 42. But under its new head-master, Pandit Nathoo Ram, the school has since last inspection improved both as regards discipline and proficiency. Seven boys came up for the lower primary school examination test and all passed creditably. They will at once be admitted in the parent institution, St. John's. The preparatory classes too have been well looked after.

"*Gokalpura Branch School.*—This school goes on successfully to prepare boys for the 5th class Victoria High School: 8 candidates came up for the upper primary, and 7 for the lower primary school examination, and all passed.

GIRLS' SCHOOLS.

82. "*Canning Girls' School.*—The roll consisted of 46 girls. As I found that the highest class were unequal to the test prescribed for the upper primary school, I considered it as the preparatory class, upper primary. The 11 girls of this class all read English fluently, explained it fairly, knew a little grammar and parsing, and wrote to dictation with tolerable correctness, but they were weak in arithmetic. Five girls out of 8 passed the lower primary school examination. Archdeacon Baly visited the school in December, and expressed himself very generally satisfied. He concludes

his report in the following terms; "I can only speak in praise of the general management of the school by Miss Vinnicombe and her assistants."

"*St. Joseph's Native Female Orphanage.*—I had never before seen this institution, which corresponds to the native female orphanage at Sikandra, with this main difference that all the children here are, of course, brought up in the Roman Catholic faith. The medium of instruction is the vernacular, but in the 1st and 2nd classes a certain amount of English is also taught. The number of children on the roll was 178. The 1st class read and translated simple English fairly, and tested by the lower primary school standard may all be considered to have passed, for they read Urdu fluently, wrote it to dictation with fair correctness, and worked sums in the first four rules of arithmetic. The remaining classes are in different stages of progress, but all except the infant class learn something. Needlework is systematically taught and the art of manufacturing artificial flowers. The dormitories were clean and well ventilated, and altogether there were but two children in hospital.

"*Katra Church Mission Girls' School.*—This is a boarding school and day school combined, and meets the wants of the better class of native Christians or those who can afford to pay for the education of their daughters. A lady superintendent presides, and she is aided in the work of tuition by two lady assistants, two vernacular teachers, and two native teachers. The roll comprised 38 boarders and 13 day scholars. A boarder's fee is Rs. 5 a month, and a day pupil's rises from 4 annas to one rupee a month. Instruction is carried on both in English and the vernacular. All the girls of the highest class passed the lower primary school examination. The lower classes are getting on, but their arithmetic and dictation require more encouragement. On the whole, I consider this a very useful school, and its grant of Rs. 30 a month is well deserved. Under the same management are 4 native girls' schools, one in Sitla-galli, another in Dubkhaya, a third in Hing-ki-mandi, and the fourth in Wazirpur. The first three are not open to male inspection. I visited the fourth in company with Mr. and Mrs. Lloyd. In type it is the same as any of our girls' schools. The girls read and write Hindi and know a little arithmetic, but Christian knowledge is also inculcated. Judging of the others by this, I have no doubt they are all doing a certain amount of good, and I recommend the grant which they get, Rs. 16.

MIXED SCHOOLS.

"*Agra High School.*—The average daily attendance during the year was 32·8, but as many of the poorer children who used to come here now go to a day school lately opened in Boilcauganj under the management of Baptist missionaries, the attendance on the day of inspection was 17 pupils out of a roll of 23. Of this total, 18 were boys and 5 girls. I am glad to find that the school has at last started rightly, that is to say as a primary school. Two boys came up for the upper primary school examination and both passed. (1) They read and explained English of ordinary difficulty; (2) wrote to dictation with fair correctness; (3) worked miscellaneous questions in arithmetic; and (4) were also able to read and write easy Urdu. Five boys also passed the lower primary school examination as prescribed. The rest of the children are mere beginners. The introduction of Urdu is a vast gain upon the former teaching of Latin, and the pupils themselves will hereafter realize its value. The head-master, Mr. Read, and the school-mistress have, I consider, both discharged their duties faithfully.

"*Fatehgarh Gun Carriage Factory.*—The roll consisted of 5 boys and 12 girls, total 17. Three pupils passed the lower primary school examination, that is to say, (1) they read and explained simple English; (2) wrote to dictation; (3) knew the simple and compound rules of arithmetic; and (4) I wish I could say they were also able to read and write Urdu. But the funds of the school barely suffice to pay for an English master and mistress. The lower classes have been well taught by the school-mistress, who, in addition to reading, writing, and arithmetic, has taught her girls needlework. The school is well looked after, it supplies a want, and it well deserves the Government grant of Rs. 25, which, in time, I hope, will be increased.

"*Sikandra Orphanage (boys').*—This orphanage has now been under the successful management of the Reverend Mr. Erhardt for a period of about ten years, and the boys' school has had the benefit of Mr. Hofer the head-master's services for even a longer period. The boys' school prepares some of its pupils for the middle class Anglo-vernacular examination by teaching them up to the second year's course, and then drafting them to St. John's College, Agra, from which after another year's study they go up for the middle class test. The total number of inmates was 250, of whom 203 belonged to the school and 47 to the industrial department. Seventeen boys came up to me for the upper primary and 15 for the lower primary school examination, and I considered them all fairly entitled to pass. Arithmetic and vernacular dictation in the lower primary school will have to be pushed on further to enable future candidates fully to meet the requirements of the standard prescribed. As regards the lower classes English begins in the 4th class, and the classes below it are taught only in the vernacular. Not the least valuable adjunct to the school is the industrial department, to which after finishing the school course certain of the pupils are told off. The following is a detail of the 47 hands composing this department,—pressmen 20, bookbinders

PRIMARY EDUCATION.

4, type founders 4, carpenters 2, cooks 8, waiters 4, gardeners 2, tailor 1, hospital assistants two.

"*Sikandra Orphanage (girls'.)*—The total number of inmates in the female orphanage was 232, all of whom receive every care and attention from Mrs. Erhardt and three other ladies more directly connected with the work of instruction. The medium of instruction is the vernacular. Urdu and Hindi both are taught, and romanized Urdu as well. I was well pleased with the 1st class in all but arithmetic. They can read and write the vernacular as required for the upper primary school test, but they want another year's course of arithmetic before they can hope to pass. Ten girls, however, passed the lower primary school examination. Still I consider it necessary to add that more importance should henceforth be attached to arithmetic and dictation in the classes generally. In the industrial department the girls are taught to make themselves generally useful. Nor must the infants be left out, too young as yet to learn the alphabet, they are first taught to play, and some games, adopted from the German, which I saw them join in, were well calculated to keep them happy.

"*Tundla East Indian Railway School.*—The attendance on the day of inspection was small, or 19 out of 32, the roll being made up of 18 boys and 14 girls. The school rightly maintains its elementary character,—the average age of the pupils may be put down as eight,—the most advanced have been taught to read simple English, write it to dictation, and work sums up to simple multiplication, and they may hope to pass the lower primary school examination by the end of another year. Up to the stage reached the pupils have been well taught by the ladies in charge, and the school continues indebted to the Revd. Mr. Kennedy for careful supervision.

"*Unaided Schools.*—The seven unaided English schools are Brindaban and Kosi (Muttra district); Kasganj, Jalesar and Soron (Etah); Fatehpur Sikri (Agra); and Chibramau (Farukhabad). The only schools among these which possess any merit are Brindaban and Kasganj. The former passed 3 boys in the upper, and 3 in the lower primary school examination, and the latter passed 3 in the upper and 2 in the lower examination. Five of the schools receive grants from municipalities, and the reports have been forwarded to the secretaries of district school committees.

83. "*Primary Vernacular Schools for boys.*—These schools embrace classes from 3rd to 7th of tahsili, pargana, halkabandi, and municipal schools, classes 3rd and 4th forming the upper primary division, and classes 5th, 6th, and 7th the lower primary. The number of schools on 31st March was 826 against 811 last year, and the number of scholars 23,741 against 25,340. The gain is 15 schools, the loss 1,599 scholars. The average daily attendance for the year was 72 per cent. This circumstance alone will explain why so small a number of schools as 201 out of 740 inspected, or 27 per cent. against 51 per cent. last year, have turned out efficient. For, in order to show that the baneful effects of the year's epidemic weakened the efficiency of our schools throughout the districts of this division, I adhered to the standard by which I have hitherto measured the efficiency of a school. By that standard, as fixed by the late Director of Public Instruction, a primary school to be efficient must satisfy four conditions,—(1) it must show 20 pupils for one teacher, (2) it must have at least four classes and classes above 6th must show one-fourth of the roll, (3) half the roll must pass, (4) the average daily attendance must have been 75 per cent. It will be seen at once how difficult it is in a year of sickness to fulfil all of these conditions, failure in any one of which stamps a school inefficient. Agra, educationally the weakest district, has suffered most, and next, the one which so far as I know suffered the most from fever, *viz.*, Etah. Agra has only 12 per cent. of its schools efficient, Etah 16 per cent, Mainpuri and Farukhabad 27 per cent., Muttra 40 and Etáwah 44. Judged only by the results of the upper and lower school examinations, the schools look flourishing enough. The number of boys who passed the higher examination was 571 out of 760, and 2,829 out of 3,773 passed the lower test, the percentage in the former case being 75, in the latter 74. But then the 3rd and 5th classes which passed these examinations had naturally received most of the teachers' attention, nor owing to the circumstances of the year was it possible to exact the full measure of arithmetic from the 5th class.

84. "*Primary Vernacular Schools for girls.*—The number of Government schools on 1st March was 45 with a roll of 936 pupils. The decrease in the number of schools and scholars is 2 and 118 respectively, compared with last year. Eleven of the schools are efficient and 34 inefficient. Eleven girls passed the upper, and 100 the lower primary school examination. Better results will doubtless follow in time, but I should like to see the pay of the teachers increased. They get at present Rs. 5 and 6. Aided schools on 31st March were 7 with a roll of 215 girls. Four of these schools have already been noticed."

ROHILKHAND DIVISION.

85. *Bareilly.*—The lower school is steadily rising in popularity under the careful management and teaching of Babu Bhagwan Das, Munshi, the head-master, the present number of students being 116 against 81 last year. The city branch schools are, on the other hand, falling off both in the attendance and the teaching The first three classes in these schools were, as usual, examined by the head-master of the upper school, and the promotions in all but the lowest classes were made by him.

PRIMARY EDUCATION.

The Inspector reports as follows :—" The schools which impart primary instruction in English are the lower departments of the four zila schools, the corresponding departments of the Lodipur Orphanage, and the Moradabad and other mission schools, the municipal schools of Pilibhít, Amroha, Sahaswan, and the two aided branch schools of Bareilly. These are for boys. For girls there are the Bareilly Orphanage, the Christian girls' boarding school, Moradabad, and the girls boarding school, Budaun, which has lately received a grant. Those which impart vernacular instruction only are, for boys, the lower classes of oriental, tahsíli and halkabandi schools, all free schools, the aided mission vernacular school of Sháhjahánpur, and the lower department of the Sherkot aided school. There are also a few municipal schools classed as primary for the sake of convenience, but which are either Sanskrit or Arabic schools. These make no attempt to teach arithmetic or geography or grammar, but are in all respects like indigenous schools, except that they are open to inspection and that they maintain a fair degree of discipline. The female schools of this class are the Government schools, including those maintained from halkabandi and municipal funds, and a number of mission schools, aided and unaided.

86. " The standards prescribed by the Government of India for these schools have hitherto not been attained. In arithmetic especially the standard laid down was in excess of the amount taught. To meet the new requirements, it was necessary to raise the standards, especially in arithmetic, and this has been done. No boy is now allowed to pass from the lower to the upper division until he has mastered the compound rules, and no boy is advanced from the primary to the middle school unless he knows something of the rule of three or of vulgar fractions. This is only the first step taken towards the attainment of the new standards. Further progress will be made in the course of this year if the schools do not suffer from sickness or other unforeseen calamities.

" *Government Primary English Schools.*—Owing to the withdrawal of the order restricting admission to those who had attained a certain degree of proficiency, the admissions to Government schools have increased. The total number on the rolls of the 4 zila schools is 289 against 251 last year. Thirty-nine boys passed the upper, and 46 the lower primary, examination. The *Moradabad* school suffered greatly during the trying period already referred to, but notwithstanding the results of the examinations were fair, 17 having passed by the upper, and 13 by the lower primary test. The *Sháhjahánpur* school has a roll of 64 pupils, with an average attendance of nearly 46. The 6th class did well in the examination, the 7th and 8th pretty fairly considering the change of teachers. Ten boys passed by the upper, and 10 by the lower tests.

" At *Bijnor* the average attendance has been about 70. The 6th class suffered most from fever, and consequently did badly in the examination, but the lower primary classes passed very fairly. The numbers passed by each test were 8 respectively. The head-master of *Budaun* says very little about his primary school. Those who went up for the upper primary examination were very weak in arithmetic. The lower primary candidates, on the other hand, did well. Four passed the former and 12 the latter. The number of pupils had largely increased.

" Complaints regarding the insufficiency and weakness of the teaching staff are received from Sháhjahánpur and Bijnor, and no doubt there is some justice in the representations made. High schools should have at least 8 and middle schools 5 English teachers. The primary classes require better teachers too, and I am of opinion that in future no teachership of Rs 20 or upwards should be given to any man who has not passed the F. A. examination at least.

" *Boarding Houses.*—These excellent institutions continue to prosper. The Moradabad one has 16 inmates. 'Its nice open situation," says Mr. Bonnaud, " has been regarded as one of its chief attractions, and its inmates have ordinarily enjoyed good health; nevertheless they did not escape the prevalent fever, some of the cases being rather serious.' At Sháhjahánpur there are 20 boarders, mostly boys from vernacular schools who hold scholarships. The house sustained a great loss in the death of Munshi Dál Chand, who was its superintendent. At Bijnor the number of boarders has risen to 31, and many applications for admission had to be rejected. One boy suffering from fever went to his home where he died, and others suffered greatly. Several of the boarders are sons of wealthy zemindars of the district. At Budaun there are 14 boarders. Cricket is still kept up at Moradabad and Bijnor, and at Budaun a gymnastic club has been started under the patronage of Mr. Whish. The Bijnor boys have also taken to gardening. A nice flower and vegetable garden has been made by them, and a well is being dug, the funds for the construction of which have been obtained partly by subscriptions among the boys, partly by a municipal grant, and partly by a handsome donation from Raja Jagat Singh of Tájpur.

" *Primary Municipal English Schools.*— These are the schools of Pilibhít, Amroha, and Sahaswan. The first had a roll of 67 boys learning English and one oriental language. Besides the English department there are 5 oriental and vernacular branches all located in the building and all superintended by the head-master, who consequently cannot bestow the requisite attention on the teaching of the English classes. At Sahaswan a smattering of English is taught, but a few scholarships

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attached to the school enable sharp boys to continue their studies at Budaun. The Amroha school has recently been reduced to the status of a primary school, as the middle classes were very poorly attended.

"*Primary Aided Schools.*—The mission schools are largely attended, the low fees of the Moradabad school attracting a number of boys, and the Sháhjahánpur school being the only institution in Rohilkhand open to Christian orphan boys. At Sambhal 25 boys learn English, and the teaching has improved. The 2 Bareilly schools are the Inglis Memorial schools, attended by 185 pupils. These are under the immediate superintendence of the head-master of the Bareilly High School, to which they act as feeders. Last year 20 boys passed the upper, and 18 the lower, primary examination.

"*The Primary English Schools for girls*—are the Barielly Orphanage and the girls' boarding schools at Moradabad and Budaun. The last only received a grant lately, and has not yet been inspected. The girls' orphanage is too well known to need any praise from me for the admirable training it affords. It has now a roll of 293 pupils. The Moradabad girls pay for their board. They get a good plain English education, including sewing, knitting, and cooking. There were 78 girls when I saw the school.

"87. *Primary vernacular schools, tahsíli and halkabandi.*—The following statement shows the number of schools in each district, together with the attendance as compared with last year:—

District.	1879-80.		1878-79.	
	No. of schools.	Roll.	No. of schools	Roll.
Bijnor	107	3,035	104	3,038
Moradabad	123	3,486	123	3,555
Budaun	107	3,584	104	4,479
Barielly	112	3,810	111	4,079
Sháhjahanpur	111	3,223	111	3,441
Pilibhít	56	1,968	54	2,057
Total ...	616	19,106	607	20,649

"The number of schools is greater by 9, but the number of scholars is less by 1,543. The decrease is greatest in the Budaun district which, though it has gained three schools, has lost 895 scholars. Bareilly with one school more loses 269 pupils, and Sháhjahánpur with the same number of schools, 216; Moradabad with the same number and Pilibhít with two more lose 89 each. Bijnor gains three schools and three scholars. This decline in numbers (except as regards Budaun) is by no means unexpected, and I am only surprised that it is not more serious. Given favourable conditions, I have no doubt that the schools will ere long recover lost ground, and I hope next year to record general improvement. The decline in Budaun, however, is owing to other causes besides the one that affected the general attendance. The new Deputy Inspector, an officer of great experience, found on the register of many schools the names of boys who had been absent for months. All such boys he at once ordered to be struck off the rolls.

"That he did so speaks well for his honesty and determination to put down sham; with younger and less experienced men the fears of being called to account for so great a loss of scholars would probably have deterred them from taking similar measures. Last year it will be remembered I referred to the untrustworthiness of many of these returns, but I hope that the orders now issued by committees, and courage and honesty on the part of Deputy Inspectors, will for ever put an end to the system of *paper* classes. Of the 616 schools in existence, 31 are the lower branches of middle tahsíli schools, 42 the lower branches of middle halkabandi schools, and 543 are purely elementary schools. Among the latter are 3 tahsíli schools, *viz.*, those of Baherí, Kattra, and Jalálabad, all of which have lost their upper classes owing to sickness and other causes. The average daily attendance in these schools is reported to have been 13,590, or about 71 per cent. of the roll. This would give an attendance of about 22 boys to each school.

"These figures are not so satisfactory as those of last year for reasons already referred to, but improvement has already begun. I have this year heard of no cases of falsification of registers, but there is another evil practice, the suppression of which I have urged upon the committees. I refer to the practice of keeping boys in the same class, and bringing them up for examination year after year in that class. Of the 616 schools, 485 teach up to the upper standard, 90 up to the lower standard only, and 41 have not yet attained the lower standard. In the 485 schools 990 boys passed the upper primary test, giving a percentage of nearly 33 on the total roll number in the upper division at the beginning of the year. Moradabad stands first with a percentage of 43 passed boys, Bijnor follows with 35 per cent., Bareilly gives a percentage of over 30, Pilibhít of nearly 30, Sháhjahánpur of 27, and Budaun of 25. This is not the order in which the districts stand in the middle class examination, but it will be remembered that these are the results of examinations held by

each Deputy Inspector in his own district. One officer may be very strict in his examination and require a boy to pass thoroughly in all subjects, another may be satisfied if a boy passes sufficiently well to entitle him to promotion. These examinations, therefore, do not afford an exact criterion of the comparative merits of the districts. The relative positions of the 3 districts of Bijnor, Bareilly, and Pilibhít, however, are the same as those which I have assigned them, judging from the results of my own examination of several schools in each district; but to Budaun I have assigned the first place, to Moradabad the 5th, and to Sháhjahánpur the last.

"The percentages of passed boys in the lower standards are for Bijnor nearly 10, for Moradabad about 9, for Bareilly nearly 7, for Pilibhít and Sháhjahánpur over 5, and for Budaun under 5. The relative places of the districts are almost the same as in the upper examination, but the percentages of passed boys are smaller, as they are calculated on the total roll-number of boys in the lower division, which is of course more largely attended than the upper one.

Altogether 1,220 boys, or nearly 7 per cent. of the roll passed.

"I have no doubt that a larger number would have got through but for the sickness that prevailed, for many of these schools were examined at a time when the fever was at its worst.

"The most prominent defect in the instruction is the poor way in which arithmetic and geography are taught. As regards the latter, I was glad to notice some improvement, but a great number of schools are still very backward in the former subject. There is, however, reason to hope that as the number of trained teachers increases, these subjects will be more intelligently taught, and, as a consequence, studied with greater interest.

"On the whole, I was satisfied with the state of these primary schools in Bijnor, Bareilly, and Budaun. The Moradabad schools will need very careful and energetic superintendence, for they suffered greatly last year from the effect of the fever and also from the changes among the Deputy Inspectors; first owing to the removal of Munshi Agha Ali, and then to the death of his successor Munshi Durga Parshad.

"*Free Schools.*—There were 16 of these schools at the close of the year, 7 in Moradabad district, 3 in Budaun, and 6 in Sháhjahánpur. The 2 Bareilly schools were closed during the year. The number of pupils on the rolls was 737 against 916 in the previous year. Most of the schools were inspected by myself.

"In Moradabad the attendance of the Hasanpur school has been small, and I have again recommended its amalgamation with the tahsíli school. At Sambhal there are 3 free schools, with a joint roll of 122 pupils. In all 3 the teaching is fair, and one of the three acts as a feeder to the town school. The Moradabad school is in a poor state, the instruction not even reaching the lower primary standard. At Chandausi the numbers have decreased, and the instruction is poor. The school is located in the tahsíli school building, and might as well be amalgamated with it.

"The free school of Budaun has a roll of 90 boys, and works up to the lower primary standard. It is one of the best in the division. The Sahaswan schools had suffered terribly from fever; in one of these only 6 boys, out of a roll of 38, presented themselves for examination, and the other was closed altogether.

"In Sháhjahánpur the attendance of the Jalalabad school has decreased, and the lower classes had been comparatively neglected. At Tilhar the teaching is good, and the attendance fair. All these schools are situated in towns where there are tahsíli schools, and in some places the 2 schools are located in one building, in others they are only a short distance from each other. In such cases it seems to me unnecessary to maintain separate free schools. Amalgamated with the tahsíli schools, the boys would be under stricter discipline. Their teachers might be attached to the tahsíli schools as extra naibs, their salary continuing to be paid from municipal funds, and all poor boys admitted without payment of fee to any of the primary classes. In one or two districts my recommendations to this effect have been acted upon by the committees.

"*Primary Aided Vernacular Schools*—The best primary school of this class is the lower branch of the Sherkot school, which, however, has the advantage of frequent inspection by the Deputy Inspector and his subordinate. In Moradabad the branch mission school consists of 2 departments, an Urdu and a Hindi one, in neither is the instruction carried up to the lower standard. The Hasanpur Mission School works up to the upper standard, and the teaching is fair At Sambhal the Persian department is appreciated, not so the Hindi branch. In Bareilly the Fatehganj Mission School maintains its popularity as an upper primary school. The Vernacular Mission School of Sháhjahánpur has a roll of 76 pupils and is well looked after. The Urdu Department at Khera Bajhera does better than the Hindi one as regards work, though the latter is better attended. In neither, however, is the classification good, or the scheme of studies properly arranged.

"The English department has been closed on my recommendation.

"*Girls' Schools.*—There were 21 girls' schools in existence at the close of the year, 10 maintained from provincial funds, 9 from halkabandi funds, and 2 from municipal funds. The attendance of all these schools had fallen from 547 to 489. During the course of the year I reported that some of the Government schools might be closed

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without injury to the department or loss to anybody, as they were situated in places where mission schools already existed, and most of them were making no progress whatever. Consequently several schools were closed from the 1st April, but as they were in existence through the past year, they have been entered in the returns. The really good ones have been retained. The best, and I have seldom seen a better taught or more orderly one, is the Pilibhit school, attended by upwards of 50 girls. At Gannaur the attendance is small, but the teaching has been good. These 2 schools have worked up to the lower Government standard. At Chandpur the attendance was small, but the girls had been carefully taught. Nihtor had improved slightly. Of the two Moradabad city schools, both poorly attended, one did fairly, in the other, that of Faizganj, little or nothing had been taught.

"Some of the aided girls' schools are very good ones. There are 2 mission schools in Khera Bajhera, with a joint roll of 34 pupils, many of whom could read and write fairly. There are also 4 good aided municipal schools in Budaun, showing a roll of 84 pupils. Two of these are fully up to the lower primary standard. One of them, a school for Hindu girls, is occasionally visited by Mrs Hoskins, of the American Mission, who on the occasion of her last visit wrote in the remark-book, "It is the best Hindu school I have ever seen."

"These remarks will show that though the progress of female education is slow, and it certainly has not made such progress as would warrant us in thinking that it is eagerly desired or thoroughly appreciated, yet here and there good seed has been sown, which will doubtless produce good fruit in time."

ALLAHABAD DIVISION.

87. The Inspector says:—"Of the lower or primary schools of this division I have seen considerably more than during my first tour of inspection. In fact there are now very few which I have not inspected, and I much regret that this extended acquaintance with the primary schools has not in any way enabled me to modify the unfavourable conclusion I had previously drawn as to the general grossly inefficient and neglected state in which I found so large a proportion of them to be.

The following is a statement of the halkabandi schools examined by the Inspector, with the totals and percentages of passed boys and efficient schools:—

Result of Inspector's examination of halkabandi schools throughout the division.

District.	Total number of schools examined.	Number of efficient schools.	Total number of boys examined	Number of boys passed.	Percentage of efficient schools.	Per centage of boys passed.
Allahabad ...	120	3	795	289	2·5	36·4
Fatehpur ...	40	2	361	145	5·	40·2
Cawnpore ...	170	20	1,431	713	11·7	49·9
Hamirpur ...	59	4	641	403	6·8	62·8
Bánda ...	51	1	417	211	1·96	50·6
Jaunpur ...	103	12	658	369	11·66	56·
Division ...	543	42	4,303	2,130	7·8	49·5

"From this it will be observed that while the percentage of passed boys is close upon 50, that of efficient schools is less than eight! The percentage of passed examinees would at first sight seem to argue that these primary schools are not in such an unsatisfactory condition as has been said; but the number is misleading, inasmuch as by far the greater proportion of the boys are from the *lower* classes only. More than half, I may say three-fourths, of the entire number of primary schools have no top or third class, and it is not uncommon to find even a fourth class also wanting. Thus it is the miserable percentage of eight, representing the proportion of efficient schools, which points truly to the wretchedly inefficient state of primary education in the district of Allahabad.

"The statement also shows that the schools of *Cawnpore*, *Hamirpur*, and *Jaunpur* are considerably in advance of those of the remaining districts. This is easily to be accounted for.

"In *Cawnpore* the population consists almost entirely of Hindus who readily appreciate and accept the Government scheme of education. The Deputy Inspector, moreover, who is a very energetic officer, taking great interest in his work, has been labouring now steadily for several years in this same zila. In *Hamirpur* the late Deputy and Sub-Deputy Inspectors labored with much intelligence and

industry, while the late Secretary of the Local Educational Committee, Mr. Mulock, took the greatest interest in the education of the district, himself examining schools regularly throughout the camping seasons. It is the result of such favourable circumstances which now shows itself in the comparatively advanced stage of the schools of Hamírpur. Similar is now the case of *Jaunpur*. The Deputy Inspector referred to in connection with the successful working in the Hamírpur district, is now continuing his labours in Jaunpur, and in these he receives the greatest assistance from both the president and secretary of the local committee, who examine not only the schools of the district, but likewise every uncertificated applicant for a teachership. On the occasion of my late tour the latter of these officers took one tahsíl (Karákat) quite off my hands, and thus between us every school in the district was examined during the cold season, in addition to having been inspected by the native subordinate officers.

"Bánda, though still very backward in its primary schools, has made considerable advance, and from your recent appointment of Pandit Kanhya Lal to the Deputy Inspectorship, I have every hope that the wishes and endeavours of Messrs. McConaghey and Rose of the local committees will be carried out with much more completeness and success than heretofore.

88. "The primary schools (as well as the middle schools already referred to) of Allahabad and Fatehpur are truly in a most lamentable condition. In Allahabad the appointment of Pandit Dín Dayal as Deputy Inspector, together with the assistance and co-operation of the present secretary to the educational committee, Mr. Thomson, an officer well acquainted with the district and knowing its educational requirements, leads me to hope that in this district we have seen the worst, and I anticipate with some confidence that a turn greatly for the better will now soon be taken by the Allahabad schools. Of Fatehpur, I regret to say I am not very hopeful. I consider the district is not fortunate in its Inspectors; and in the very frequent changes of district officers to which Fatehpur, above all other districts, seems to be fated, the members of the educational committee have been unable to acquire the interest and local knowledge which are necessary to that continuous and well directed effort whereby alone the raising of the educational standard of the district may be expected.

89. "Among the causes of the very inefficient condition of the primary schools, one of the principal is the utter unfitness of so large a proportion of the men who have been placed as teachers, an unfitness not only from incompetency, but as often from downright dishonesty. On a school class failing entirely in a subject, I have frequently made the teacher sit down to work out the questions or exercise given, and on almost every occasion have found his ignorance as complete as that of the boys."

BENARES DIVISION.

90. *Benares.*—In the primary school there were in December, 1879, 167 boys against 83 in the preceding year. Out of 54 boys, 44 passed the upper primary examination, and 24 out of 25 the lower primary. The other classes were examined, with satisfactory results, by members of the college staff.

The Inspector says:—"I have not much to report under this head. These primary schools are immediately under the committee, and I doubt not you will receive full particulars from their secretaries. I examined a fair number of these schools on my tour, and have to offer a few remarks. The conditions I enforced in testing the efficiency of this class of schools are—

1st.—The number on the roll to be at least 30.

2nd.—Classification complete, that is, classes from the 3rd to the 7th.

3rd.—A fair number in the upper classes.

4th.—Result of the Inspector's examination satisfactory.

These conditions were applied to the upper primary schools. There is not a district in which 50 per cent. of the schools could be considered efficient. Last year Basti was reported to have 75 per cent. of its schools efficient This year I examined 32 of these schools, of which three had classes from the 3rd to the 7th, and 29 had classes from the 4th downwards, or, in other words, these 29 schools, though upper primary, have not yet reached the prescribed standard, and hence as upper primary schools they must all be inefficient. I cannot account for so large a number of schools being without the 3rd or highest class. As schools teaching up only to the 4th class they have done fairly at my examination; but why so large a number should not have advanced and formed a 3rd class appears to me unaccountable. For the last three years the Inspectors have reported in favour of the state of education in the district; and bearing in mind that there has been no change of Deputy and Sub-Deputy Inspectors, it is certainly not exacting to expect a much larger number of schools to take a higher stand. I will not enter into details, as I have already reported to the secretaries of the school committees the results of my examinations. The following is the number of schools examined by me in each district.

PRIMARY EDUCATION.

	Schools.	Boys.
Benares	72	973
Gorakhpur	51	944
Basti	51	458
Gházipur	12	136
Azamgarh	76	1,059
Ballia	10	118
Mirzapur	20	317
Total	292	4,005

91. "*Municipal Free Schools.*—Most, if not all, of these schools were examined by me. They are elementary schools, in standard the same as our lower primary schools, and call for no special remarks.

92. "*Girls' Schools.*—Only a few of these schools were examined by me. I was much pleased with the schools of Gola Bazar in Gorakhpur and Mau in Azamgarh."

JHÁNSI DIVISION.

The Inspector reports as follows:—"The only primary English schools are the junior sections of the three zila schools, consisting of classes from VI. to IX., the first constituting the upper, and the remaining three the lower division.

"The general state of the schools may be pronounced fair on the whole and improved. The Kálpi school is very defective in arithmetic, and the English of the lower primary classes is indifferent, but the vernaculars have improved. The Jhánsi upper primary division is badly taught in English and arithmetic. With the exception of class VII., which suffered from a change of masters during the year, the Lalitpur school did very fairly in English, but the results in the vernaculars were unsatisfactory. The second master's work appears to much advantage; the only Hindi teacher is industrious, but has to teach several classes.

"The Lalitpur schools, though still very backward, are improving. The Talbahat tahsíli, which had for years past been in a very wretched condition, acquitted itself very creditably this year, passing the high percentage of 64, and was 'inefficient' only in classification. Mr. H. S. Reid, who examined the school in January, also remarked very favourably on its state.

93. "*Primary Schools (vernacular).*—All schools of whatever kind, with the exception of the two Kúnch municipal free schools (Jalaun), which I found shut on my visit to the place, the similar school at Mau, which did not come up and has since been closed, together with the sister institution at Rampur, and the Sirsa girls' school (Jalaun), all schools of whatever kind or class, numbering, in all, 203, and with a total attendance of 3,791 scholars, were examined in all classes and in almost all the prescribed courses of study. With very few exceptions, the Jhánsi schools did very badly this year, notwithstanding that the examination took place later in the cold weather tour when sickness had entirely disappeared. These bad results are due chiefly to the main defects alluded to above in connexion with middle vernacular schools, *viz.*, the utter neglect of the lower classes by the teachers in their whole and sole endeavour to prepare a few boys for the middle school examination, and to the Deputy Inspector's inspections during the year having been less frequent and effective. As it is, but one each of all the tahsíli, pargana, and halkabandi schools of the district—that is, both the middle and the primary classes taken togegether—turned out 'efficient,' against 3 and 13, and only 1 tahsíli and 5 halkabandi 'improved' against 2 and 11 for last year. The better success of the 1st classes at the middle school examination this year is thus contaminated by the wholesale failure of the rest with the bulk of the boys.

"The Jalaun schools, making allowances for the sickness which prevailed there much longer than in the other two districts of the division, and the fact of their having been examined in the early part of my tour, have done much better and show sure and unmistakeable signs of progress; and were it not for this drawback, the results were sure to have proved very satisfactory Forty-three per cent. passed the upper and lower primary examinations; and, altogether, although I have not any very favourable results to show, it is satisfactory to find that the general state of the schools has improved. The lowest classes are emerging from the very wretched condition in which they had been for years past, and many of these acquitted themselves very creditably at my annual examination."

KUMAUN DIVISION

The Inspector reports thus:—"There are 106 Government and 13 aided primary institutions in Kumaun, 44 Government and one aided for boys, 10 Government and one aided for girls in Garhwal, and 13 Government and one aided in the Tarái district. The number of these institutions in the year under report was 189 with an average attendance of 5,529 against 193 and 6,680 in the preceding year. In 27 out of 115 examined by me, I found classes above the fourth, and the state of these institutions, if judged by the standard laid down by the Government, seems to be satisfactory. A candidate for both primary examinations, according to the standard fixed by Government, is required to pass in one additional subject besides reading,

writing to dictation, and arithmetic, while in the 4th class of our tahsili and halkabandi schools two additional subjects, history and geography, are taught besides reading, writing, and arithmetic. The test applied by me in ascertaining the number of boys who have passed the upper and lower primary examinations is higher than that prescribed by Government.

94. "At the close of the year there were 10 girls' schools in Garhwál. I examined all of them; six of these were found to be below the mark both as regards attendance and study. They have now been closed. The four schools that have been retained are doing fairly, and it is hoped that they will be the means of imparting education to many a girl. In Melgaon school 31 girls presented themselves for examination. The teaching was up to the 5th class of a halkabandi school. Kandara school, which used to be the best, has deteriorated in point of study. The assistant teacher neglected his duty during the Pandit's illness. The former has now been removed. The leading girl of Bainoli school passed a creditable examination in arithmetic and geography of India. She gets a stipend for teaching other girls. Four pupils of this school could read and write to dictation. I found 23 girls present in Julgurh school."

OUDH DIVISION.

95. The Inspector reports as follows:—"Primary schools for boys can be distinguised into two main groups—town schools and village schools. The former are, with few exceptions, either primary sections of secondary schools, or branches connected with these and supervised by the same head-master. The latter are invariably distinct and independent schools, for which a special departmental fund, the one per cent. rural cess, has been provided. In branch schools the tuitional aims are usually subordinated to those of the larger school with which they are connected, and hence the number of classes is sometimes intentionally made less than five, the complement of a village school, and English is sometimes made part of the curriculum. On the other hand, in village schools the aim is to make the instruction as complete as possible within itself, and instruction is given in the vernacular only. In the new form of annual returns now prescribed the distinction between town and village schools has not been preserved; but in the following remarks it has been found convenient to give a separate report on each:—

"The number of primary schools or primary sections existing in the towns in Oudh on 31st March, 1880, was the following:—

I.—Government ...	English	...	...	...	22 enrolment	1,251
	Vernacular	...	...	...	100 "	4,666
II.—Aided ...	English	...	...	...	12 "	1,209
	Vernacular	...	...	...	7 "	291
III.—Unaided ...	English	...	...	...	4 "	225
	Vernacular	...	...	...	7 "	230
Total ...	English	...	...	...	38 "	2,685
	Vernacular	...	...	..	114 "	5,187

To take the English-teaching schools first. Of the 22 *Government* schools shown above, 11 are primary sections, and the others are branches to zila schools. Of the 12 *aided* schools, 3 are primary sections at aided high schools, 7 are primary sections at aided middle schools, and 2 are independent primary schools,—one in Lucknow and one in Gonda,—which are attempting to teach a little English on their own account. Of the 4 *unaided* schools, 1 is the primary section of La Martinière school, 2 are the primary sections of the Bhinga and the Centennial school in Lucknow (Charbagh), belonging to the American Mission. The total number of students learning English in these 38 schools is 1,565 out of a total enrolment of 2,685; the rest, or nearly half, are learning the vernacular only. In the primary sections to Government zila schools every boy is learning English in compliance with the recent rule that no boy shall be admitted into a zila school unless he is old enough to begin the English alphabet. In the branches to zila schools English, if taught at all, is taught only in the most advanced class, and then only in the merest elements. In the 22 Government schools the average total cost per pupil was Rs. 1-12-8, and cost to Government Rs. 5-9-1. In the aided schools the total cost was Rs. 12-11-6, and the cost to Government Rs. 5-11-1. In the unaided schools the total cost was Rs. 16-10-7. But as might be expected, the average cost to Government per pupil in these English-teaching schools (Government) is about Rs. 2 per annum higher than at village schools, where only the vernacular is taught.

96. "Next, as to that class of primary town schools in which the vernacular only is taught. Of the 100 *Government* schools shown above, 53 are merely primary sections to middle schools, 11 are branches to zila schools, 24 are branches to middle schools, and the rest, 12 in number, are independent schools, neither primary sections nor branches. The 9 *aided* schools are all managed by the American Mission, 2 being in Lucknow, 2 in Gonda, 4 in Bahraich, and 1 in Colonelganj. Of the 7 *unaided* schools, 6 belong to the same Mission, 3 being in Lucknow, 2 in Sitapur, and 1 in Gonda; the seventh and last is a Sanskrit-teaching school in the city of

Lucknow, managed by a native committee. In the Government schools (vernacular) the middle section consists of classes 1st and 2nd only; all below the 3rd (five in number) constitute the primary section. The primary sections in such schools correspond in all respects with Government village schools, the number of classes and the curriculum being entirely the same. The independent Government town schools are, with few exceptions, situated in Lucknow, where they receive aid from the municipality, and teach the same course as is taught in village schools. In the present report I have been forced to include in this list 4 schools (Zaidpur, Haidargarh, Jais and Utraula), which were Anglo-vernacular till near the end of the year, and which, after being de-anglicized, were not able by 31st March to form the middle sections for which their new establishments have been designed. Hence in the statistical returns, published in the appendix, I have been obliged to include these among primary vernacular schools, while at the same time I could not exclude the expenditure incurred by the State during the greater part of the year in maintaining them as middle class English schools. This will account for the high cost of tuition shown in the appendix. In aided schools the total average cost per pupil was Rs. 6-4-2, and the cost to Government Rs. 3-1-3. In unaided schools the cost was Rs. 4-6-2

97. "The following statement shows the number of village schools existing in Oudh on 31st March, 1880, together with the aggregate enrolment on that date:—

I.—Government	1,110,	enrolment	41,350
II.—Aided	6	"	201
III.—Unaided	6	"	206
Total	1,122	"	41,757

As regards Government village schools, the comparative results of the two past years may be summed up as follows:—The number of schools has decreased from 1,119 to 1,110; total decrease 9. The enrolment at the close of the year has decreased from 45,558 to 41,350; total decrease 4,208. The average monthly enrolment has decreased from 46,250 to 43,373; total decrease 2,877. The average daily attendance has decreased from 36,379 to 31,657; total decrease 4,722. The percentage of attendance has fallen from 78·6 to 72·9. The cost per school has risen from Rs. 107-3-10 to Rs. 107-13-5. The cost per pupil has risen from Rs 3-4-9 to Rs. 3-12-6. The fee receipts have fallen from Rs. 11,148-11-3 to Rs. 9,996-14-0. The year has been a disastrous one in all respects. But improvement has now, I hope, set in with the return of healthier seasons. Of the 41,350 students enrolled on 31st March, 1880, the number in the lowest or seventh class is 37·7 per cent. of the total, in the sixth class 19·7, in the fifth 18·3, in the fourth 15·2, and in the third or highest 9·14.

98. "The following is a brief report on the Government village schools of Oudh, district by district, during the past year:—

"*Lucknow.*—The year commenced with 67 schools and an enrolment of 2,616 students. It ended with 62 schools and an enrolment of 1,906. The decrease in schools amounts to 5, and in scholars to 710. In the average daily attendance the decrease has been still greater. Five schools were closed owing to insufficient attendance. Several of the Lucknow schools were examined by the Assistant Inspector and myself. Even in the month of January the schools were still thinly attended, but in December they were nearly empty. The Deputy Inspector reckons that there were at least 400 deaths among the students attending his schools during the third quarter of the year, when the fever epidemic was at its height; and this of-course does not include a much larger number, who during the same period and afterwards were too weak to attend school. This will chiefly account for the very great decrease in the number of students. The schools fell into a very demoralized state in the year 1878-79, while Munshi Hanuman Prasad, the late Deputy Inspector, was absent on relief works. His successor, Munshi Ambika Prasad, is doing his best to bring the schools into better order. He is careful in examining the registers, and insists on the curriculum being observed. The decrease in the enrolment recorded above is partly due to his strictness in compelling the teachers to strike off the names of students who do not regularly attend. Thus, whatever progress I may be able to record next year, is likely to be real, even if it is small.

"*Bara Banki.*—The year began with 127 schools, and 5,177 students on the rolls; and it ended with 124 schools and 4,564 students, a decrease of 553 In spite of this decrease in the final enrolment, the Deputy Inspector reports an increase in the average daily attendance from 4,221 to 4,422, and a rise from 80 to 90 in the percentage of attendance to enrolment. The truth is that the registers of attendance have neither been correctly kept by the teachers, nor properly scrutinized by the Deputy Inspector in this district. Two flagrant instances of fictitious registration came to my notice last camping season, and were pointed out to the Deputy Inspector, who should therefore have known better than to announce such a flattering result as a rise from 80 to 90 in the percentage of attendance. Every other Deputy Inspector in Oudh has admitted a serious fall in the average daily attendance, amounting in one or two instances to 20 per cent. There is need of stricter supervision in the Bara Banki district. But it must be admitted that the Deputy Inspect-

or has more schools under him than he can well manage. He has 12 vernacular schools to look after, besides 124 village schools,—in all 136. The average number of inspections per school has been 2·2. But thorough supervision cannot well be exercised with less than 4, or, at the very least, 3 visits per school per annum.

"*Unao.*—The year began with 107 schools and 4,531 students enrolled, and ended with 110 schools and 4,071 students. The fall in average daily attendance has been from 81 to 61 per cent. This decrease was quite unavoidable; nor does the Deputy Inspector attempt to disguise the fact. In the month of October the total attendance at all the village schools together was only 789, or about 7 boys per school; in November it fell to 560, or about 5 boys per school; in December it rose to only 908, or about 8 boys per school. I saw several of the Unao village schools in March, and even then the attendance was rather slack. Considering how much time the students had lost since July, 1879, when the fever first broke out in the district, the tuitional results might easily have been worse than I found them. The Deputy Inspector (Pandit Kesho Prasad Tiwari) has altogether 121 schools under his charge. Each school has been visited on an average somewhat less than three times within the year. This is scarcely sufficient to ensure strict supervision, but the Deputy Inspector has made as many inspections as could be reasonably expected.

"*Sitapur.*—Schools have decreased from 117 to 113, and the final enrolment from 4,843 to 4,626. When the 8 middle class vernacular schools were closed on account of the stoppage of the subscription fund (an event which has been alluded to above), it was necessary to make provision for them by closing some of the least promising village schools in the district. Hence a new burden was thrown upon the rural cess, and the number of village schools could not be maintained at its former strength. The decrease in the final enrolment amounts to 217. In the average daily attendance the fall is from 84 to 77 per cent. I saw a few of these schools in February. A large number were examined by Munshi Durga Prasad, the Assistant Inspector, in November and December. The Deputy Inspector (Babu Kesav Chandra Dev, made 362 inspections within the year; and each school on an average (including the 6 girls' schools and the 8 middle schools) received 2·7 visits. The supervision is as strict and as frequent as it can be made, with 127 schools under a single officer.

"*Hardoi.*—The number of village schools has remained at 107. The final enrolment has decreased from 4,118 to 3,938. In the average daily attendance the fall has been from 83 to 74 per cent. I examined several of these schools in January. The Deputy Inspector (Munshi Ram Prasad) is a most active and hard working officer. He made no less than 572 inspections within the year. Including girls' schools and boys' schools of the middle grade, there are altogether 140 schools under his charge, and he has succeeded in examining each on an average 4 times within the year. The schools, when I saw them, had begun to recover from the effects of the fever epidemic, but the attendance was still below par.

"*Kheri.*—Village schools have here risen from 67 to 68, with a fall in the final enrolment from 2,847 to 2,803. The rural cess income in this wide but thinly inhabited district is small, and the number of schools is almost more than can be supported from the funds available. In my tour through this district in January and February, I noticed that some of the teachers were sadly underpaid, one or two (under the name of branch school teachers) receiving only Rs. 3 per mensem. There is no essential difference between a branch village school and any other; and the teacher at a so-called branch school should not receive a salary which keeps him scarcely above starving point. Munshi Muhammad Sajjad, the Deputy Inspector, was not the originator of this penny-wise branch-school policy. He has now served in this district for about 5 years, and, on the whole, the schools have been well managed. In the teaching of arithmetic, however, the students are below the prescribed standard, and the working is neither as quick nor as accurate as it should be.

"*Fyzabad.* Schools have risen in number from 78 to 81, and the final enrolment from 3,132 to 3,146. This is the first increase in students which I have been able to record; but it amounts to only 14, and is much less than what the addition of 3 new schools would have produced in ordinary years. A large number of schools in this district have been inspected this year, some by myself in December and several more by the Assistant Inspector in March. I found the schools in Fyzabad district less deserted on account of the fever than they were in Lucknow, Sultánpur, or Bara Banki at about the same season, and hence the deficit in the final enrolment on 31st March is proportionately smaller. The registers of attendance were scrutinized with the same care as elsewhere, but neither the Assistant Inspector nor myself could discover any fictitious entries. Most of the schools which I saw were either in moderate or in good order; and the report of the Assistant Inspector is to the same effect. Pandit Jawala Prasad, the Deputy Inspector, has visited each school on an average 3·2 times in the year.

"*Gonda.*—The number of village schools has remained at 102. The final enrolment has decreased from 4,104 to 3,705, a falling-off of 399 students. I saw as many as I could of these schools in February and March; and considering the disadvantage under which they have laboured (small-pox in the first quarter of the year, and the fever epidemic in the third and fourth), I found them in a better state than I had ex-

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pected. Munshi Jugal Kishore has now been in this district for a year and a half. His inspections have not been very numerous, but they have been careful and thorough, and I could not detect any false entries in the registers of attendance. The only fault which I did find was that students' names were in some instances preserved on the books after they had ceased to attend regularly instead of being struck off. He will now take care to put a stop to this practice.

"*Bahraich*.—Schools have here decreased from 82 to 75, and the final enrolment from 3,820 to 3,552. Seven schools were abolished from insufficiency of funds. The average annual cost per school in this district exceeds that in other districts by about Rs. 20. The reason alleged by the Deputy Inspector is that teachers could not be induced to take work in Bahraich without receiving rather higher pay than elsewhere. The system of local training (that is, of training teachers within the district itself) will gradually remove this difficulty. I examined several schools in this district in February. The teaching has been for the most part efficient, especially in the matter of spelling and penmanship, and a large number of village students in this district are learning to read and write both the vernacular characters. The school-houses, too, are in good repair and have been well looked after.

"*Rae Bareli*.—Schools have here increased from 100 to 102, but the enrolment at the close of the year has decreased from 4,040 to 3,651,—a falling-off of 399. The events of the year in this district have not been favourable to the progress of education. The Deputy Inspectorship has passed into many different hands, much disturbance has occurred, and the schools have suffered in consequence. Soon after the beginning of the year the then Deputy Inspector (Munshi Kanhaiya Lál) was suspended on the charge of taking bribes, and a commission was appointed to enquire into the case. The current duties of the office were handed over to the Deputy Inspector of Partabgarh in addition to those of his own district. After being acquitted of all the charges brought against him, Munshi Kanhaiya Lál was reinstated, but transferred to a district in the North-Western Provinces immediately afterwards. The head-master of the zila school then took charge of the Rae Bareli office. At length Munshi Ram Ratan Lál was appointed temporarily to the post, which he held till the close of the year He arrived in October last. By this time the schools, which for months previously had not been inspected, became more deserted than ever on account of the prevailing sickness. Several teachers had to be dismissed, and many more were transferred. Things, however, have now been brought back into something like order, for which credit is due to Munshi Ram Ratan Lál. I was not able myself to examine any village schools in Rae Bareli. But a tour was taken through the district in the last month by the Assistant Inspector.

"*Sultánpur*.—The number of village schools has remained at 93. The final enrolment has decreased from 3,755 to 3,187, and the average daily attendance from 3,125 to 2,857. When I visited some of these schools in the last cold weather, I found that, in spite of the slack attendance everywhere, teachers were recording in their registers almost as large a monthly enrolment and almost as large a daily attendance as in ordinary times. If the teacher could muster 15 boys for examination, I was almost certain to find about twice as many names entered in the register as present only the day before. The greater strictness with which the teachers have been lately watched will account for the large decrease in enrolment and attendance shown above. The returns of classification at the Sultánpur village schools have for some time past been as illusory as those of attendance and enrolment. In order to reduce the number of names enrolled in the two lowest classes, boys were promoted whether they were fit or not; and hence in my late tour I sometimes found boys placed in the fifth class who were not fit to leave the seventh or lowest.

"*Partabgarh*.—In this district there has been a rise from 62 to 63 in schools and a fall from 2,575 to 2,569 in the final enrolment. For the reasons already stated in connection with the Rae Bareli district, the schools have not received as many inspections as usual by about 120. I was not able to make any tour through this district last year. Several schools were examined by the Assistant Inspector in March, and he found almost all of them in an efficient state. The schools in the district have for several years past been managed with so much tact and care by Mir Muhammad Husain, the Deputy Inspector, that even in the absence of the usual supervision they did not become as demoralized as village schools are apt to become at such times. The annual meeting of village teachers for the public distribution of rewards and other forms of encouragement has been well observed in this district. It has done much to foster a spirit of emulation, and talúqdars and others have subscribed very liberally for the due celebration of the occasion.

"As there are now no surplus funds for the extension of village schools, new schools are not opened by the department except on receipt of an application from the influential residents of the village, and a promise from the landlord or landlords to lend or build a suitable building. But landlords are not equally zealous or public spirited in all districts. There does not, for instance, seem to be as much readiness in the Lucknow district as in Sítapur, Partabgarh, or Hardoi. It was remarked by Mr. Lloyd, during his incumbency as Inspector in this Circle, that the village schools in Oudh are behind those of the North-Western Provinces in

arithmetic. This verdict is not one which I am disposed to dispute. The reasons already given for the same defect in the case of our middle schools apply with the same force to our village schools. The teachers themselves being mostly men of the first generation, to whom the study of arithmetic was a distasteful novelty, are in many cases not well versed in the subject. The text book on which they were trained is out of date, and the methods used are less prompt than those of the bazárs. But improvements are being gradually made. The test now exacted of students in training for village teacherships is more strict and searching than was formerly the case, and I have lately modified the village school curriculum in such a way that students will not be allowed to leave the fifth class till they have finished the four compound rules. Hitherto the simple rules only were required in the fifth class, and the compound rules were reserved for the fourth. This change, therefore, raises the arithmetic standard by a whole year. In the matter of spelling and penmanship there is reason to think that the village schools in Oudh are as superior to those in North-Western Provinces as they are inferior in arithmetic. Such at least is the opinion of three officers now serving in Oudh, who have also served in the other provinces, and who freely concede the palm in arithmetic. Three years ago an improved Hindi script character was prepared by Munshi Durga Prashad in consultation with myself, out of specimens of Kaithi collected from every tahsíl in the Oudh province. By the orders contained in the Chief Commissioner's Circular No. 30-3303, dated 24th July, 1876, this improved form of Hindi writing was to be taught in vernacular schools to all who might choose to learn it in preference to the Persian character. The project, however, seems to have been entirely dropped from that time to this. The Nagri character is behind the age. It is too slow, too stiff, and too elaborate for the wants of the present day. The people themselves have for their own use and convenience worked out a new character, based indeed upon the old one, but quicker and easier and capable of being made quite as legible, if properly taught.

99. "There are 12 village schools in Oudh under private management, 6 aided, and 6 unaided. The aided schools are reported by the Deputy Inspector to be in moderate order. In one of these (Pannapur in the Kheri district), a school attended solely by native Christians, English is taught as well as the vernacular. Of the 6 aided schools all but one (Akauna) are in connection with the American Mission. The 6 unaided schools all without exception belong to that society. In the aided schools the total average cost per pupil was Rs. 8-12-1, and the cost to Government Rs. 3-6-10. In the unaided the average cost was Rs. 4-15-3. The education is therefore more expensive than that given at the Government village schools.

100. "*Primary Schools for girls.*—The number of primary girl's schools, Government, aided and unaided, teaching English or the vernacular, up to the 31st March, 1880, may be shown as follows:—

I.	Government.	English	0	Enrolment 0
		Vernacular	59	" 1,320
II.	Aided ...	English	5	" 440
		Vernacular	12	" 277
III.	Unaided.	English	0	" 0
		Vernacular	5	" 116
		Total	81	2,153

101. "There has been a reduction within the past year from 64 to 59 Government schools. The schools which have been closed (chiefly in the Lucknow district) were not only rather expensive, but decidedly inefficient. Miss. D'Abreu, the Deputy Inspectress, has ten Government schools in the city of Lucknow under her immediate control, besides the aided girls' schools which she inspects occasionally. Great care has been taken in the case of the Government schools in seeing that the registers of attendance are correctly kept. Partly to this cause and partly to the prevailing sickness the Deputy Inspectress ascribes the decrease in the returns of attendance and enrolment. About one-fifth of the students are Hindus, and four-fifths Muhammadans; the former, as she reports, being chiefly from the working classes, and the latter from the middle and more respectable classes. The knowledge of arithmetic in these schools has always been very limited. The teachers themselves are very ignorant, and have as little taste for arithmetic as their pupils. Miss D'Abreu is doing her best to make both of them more prompt and accurate in working out questions. The chief centres of female education, outside of Lucknow, are Malihabad, Sandila, and Pihani. The largest girls' school is to be seen at Malihabad, but the most efficient within my knowledge are two smaller ones at Sandila, both taught by men. Here, and here only, I found the teaching almost up to the average of a village school. At the Pihani school there is a preponderance of Hindu pupils, and the teaching is much on a par with that at Malihabad.

102. "*Aided Primary Schools, English.*—Among the 5 schools in which English is taught I have included the primary sections of the Martiniére and Lal Bagh schools. Both of these were found efficient in the last inspection, and the latter especially is well deserving of the grant it receives. The other three English-teaching schools are

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(1) the Church Mission School in Lucknow, (2) the Church Mission Zanana Agency, which for want of a better name, and for the sake of convenience in preparing the annual returns, is counted as a school, and (3) the American Mission School at Pannapur in the Kheri district. The first and third are attended exclusively by native Christians, the former by 54 girls, the latter by 37, and almost every girl learns English as well as the vernacular. The zanana agency receives a grant of Rs. 70 per mensem; but nothing can be said as to the educational results. Twenty-five only of the students visited are said to be learning English, the rest are all learning Hindi, Urdu or Bengali. The lady superintendent reports that Muhammadan women in Lucknow are ready and willing to be taught, and that the number of zanana pupils is only limited by the time and means at the Mission's disposal.

103. "*Aided Primary Schools, vernacular.*—Of these 12 schools, three are managed by the Church Mission, and 9 by the American Mission. Of 277 girls enrolled at the close of the year, 35 are Hindus and all the rest Muhammadans. All these schools are situated in Lucknow. It appears from the results of examinations held by Miss. D'Abreu, that the teaching is not so good as that given in the Government girls' schools in this city. There seems to be even a greater deficiency in arithmetic, and the propensity to be content with merely learning to read by rote is equally strong

"*Unaided Primary Schools, vernacular.*—These 5 schools are all managed by the American Mission, 2 in Gonda, and 3 in Bahraich. The total enrolment at the close of the year was 116; and about two-thirds of the students are Muhammadans. The style of teaching is very similar to that given in aided schools."

SCHOOLS FOR SPECIAL OR TECHNICAL TRAINING.

SECTION VI.—SCHOOLS FOR SPECIAL OR TECHNICAL TRAINING.

104. The normal schools of the North-Western Provinces and the normal classes of Oudh are the only special schools that require notice here. The number and organization of the former have remained unchanged. In Oudh the training system has been extended to every district but one. Both systems are working well. The schools with greater cost are more efficient than the classes; but the latter at a small expenditure are doing good work. On the whole, considering the difficulties of the past year, the results of the training which the pupil-teachers have received are, as far as can be judged at present, by no means unsatisfactory. The crying want of the department is undoubtedly a better class of vernacular schoolmasters, and this want is being gradually supplied.

105. Of the 40 pupil-teachers who joined the *Meerut School*, 5 absconded, 20 obtained first grade and 10 second grade certificates. In the Inspector's oral examination, which is intended to test teaching power, the students acquitted themselves creditably. From better material still better results may be expected.

106. In the *Agra School* 29 out of 40 students were prostrated by fever, and under the advice of the Civil Surgeon all who had strength enough were allowed to go home. They returned gradually, and the average daily attendance did not rise to 30 till December. Thirty-one students passed, 20 in the 1st grade and 11 in the 2nd, the final examination, which lasted eight days. "I am convinced," says the Inspector, "that the present system of examining is turning out a better class of teachers, and when the art of teaching to read, write, and cipher is supplemented, as it will be next year, by some practical acquaintance with physical science, their usefulness, I am sure, will be further acknowledged." The tuitional staff have worked well.

107. At *Bareilly* also the health of the pupil-teachers suffered, and many of them went to their homes. Some of the men selected, especially in Sháhjahánpur, were quite unfit for normal school training, the Deputy Inspector not yet understanding that young and promising men who have passed the middle class examination or read up to it, should if possible, be secured for the year's training in the art of teaching. The results show that a fair amount of good work has been done. Out of 40 candidates 14 obtained 1st grade and 17 2nd grade certificates.

108. At *Benares*, with its much larger and more highly paid staff, the results of the year's work are very satisfactory. There were many cases of fever and dysentery; but owing to the skilful care of the Assistant Surgeon and the good management of the head-master, the percentage of attendance was kept up to about 96. Of the 78 candidates examined, 25 obtained 1st grade and 31 2nd grade certificates. The Inspector says:—"The results of the annual examination bear ample testimony to the successful working of the school during the year," and he notices with special commendation "the valuable services of Babu Baleshwar Prasad, the able head-master." The Benares school trains teachers both for the Benares and Allahabad divisions."

109. The Inspector of the Jhánsi division says:—"Considering the material we have to deal with, the school may be pronounced to be doing useful work. The head-master, Munshi Moti Lál, and his Assistant, Pundit Devi Prashád, have both worked very satisfactorily during the year. Mr. H. S. Reid paid a visit to the school in December last, and remarked, 'I saw quite enough of the school to satisfy

me that the boys or rather students (for some of them are grown up men) had been thoroughly well taught by the head-master, who is evidently well up to his work.' The results of the annual examination show that 5 received first class and 5 second class certificates.

SCHOOLS FOR SPECIAL OR TECHNICAL TRAINING.

110. The outbreak of cholera delayed the re-opening, after the annual vacation, of the Almora Normal School, and the pupil-teachers were therefore under training for less than the usual time. Ten candidates out of 15 have obtained certificates.

111. Each normal school has now a simple and serviceable set of apparatus, and has been provided with a small supply of the necessary chemicals for the illustration of the lessons of the elementary text book of physical science. The teaching in this branch of study will now be more intelligent, and the lessons will be better understood and appreciated.

112. The Inspector of Oudh reports as follows:—"In the year under report there were ten normal classes in Oudh for the training of village teachers, one in every district except Lucknow and Kheri, where there has been no demand for fresh teachers. The total number of students under training on 31st March, 1880, was 106, of whom 80 are Hindus and 26 Muhammdans. The cost of training consisted merely of the stipends paid to pupils; and this is borne by the one per cent. rural cess. The average cost per pupil last year was about Rs. 35. Several of the teachers trained under the present system have now been tried in independent charge. The results are on the whole satisfactory. Some of the men have not turned out well, but failures would occur under any system, and such occurrences were more numerous in the late Lucknow Normal School, where the training of each pupil used to cost three or four times as much.' The majority have turned out good village teachers, and in some districts are preferred to the men trained under the older system. In the last year 29 men received certificates as teachers; 11 more are still under trial, and will not receive their certificates until they have given better proof of having earned them by useful work. Almost all the men trained in Sítapur, Bahraich, and Partabgarh districts have obtained certificates.

113. "The system of training pursued in Oudh has been described more than once in previous reports. By the establishment (in the last quarter of the past official year) of 11 normal tahsíli schools, (that is, tahsíli or middle schools with normal classes attached) the scheme can now be put into a more complete shape than that in which I left it three years ago; and the rules for the training of village teachers are being revised accordingly. One such training school has been provided for every district in Oudh except Lucknow, as it was considered that the Sandilá school would be sufficient for the Lucknow district as well as for its own, Hardoi. The head-masters of these schools receive Rs. 20 per mensem as the ordinary pay due to the headmaster of a tahsíli vernacular school, and an additional salary of Rs. 20 as the training master of the normal class.

114. "There are three female normal classes in Oudh for the training of teachers for girls' schools, one at Mirzaganj (Malihabad), one at Misrikh in Sítapur district, and one at Pihani in Hardoi district. The first is for the training of Muhammadans, and the two last for that of Hindu mistresses. Of the former there were 13, of the latter 5, at the close of the year. The average cost of each student to Government has been about Rs. 28. The results are not satisfactory. In the first place, the training which the students receive is incomplete and superficial; in the second place, when we want to send a teacher out, she, on the one hand, generally refuses to go to the locality where her services are required; and they, on the other hand, who reside in that locality generally refuse to take her. There used to be a female normal school in Lucknow, but it was broken up long before my service in Oudh commenced. The present Deputy Inspectress, Miss D'Abreu, would like to see it re-established in the place of the three normal classes reported on above. She cannot attempt to look after normal students in such distant places as Mirzaganj, Misrikh, and Pihani; whereas if the normal school were in Lucknow, she could spend an hour or two there daily. I concur with her that it is only by training new teachers and dismissing the present incompetent ones, that the Lucknow girls' schools can be radically improved. But there would be a good deal of expense and difficulty in procuring a suitable building in this city, as well as a suitable training mistress. We are burdened too with the discouraging thought that when a teacher might be required to fill some vacancy at an out-station school, she might decline to leave Lucknow. Male teachers, to judge from what I have seen, are generally much more expert than women; but then another difficulty arises, in nine cases out of ten such teachers are rejected by the girls to whom they are sent. In short, the problem how to get girls' schools efficiently taught appears to be almost insoluble."

SECTION VII.—SCHOLARSHIPS.

SCHOLARSHIPS.

115. The scholarship system has remained unchanged. This system was intended to serve as an unbroken chain or ladder by means of which clever and diligent boys might climb or ascend from the primary school to the highest pinnacle of university instruction. But this chain or ladder has one broken link or rung. Halkabandi scholarships carry boys up to a middle school, and by passing the middle

SCHOLARSHIPS.

class examination with credit they may rise with scholarships from a middle vernacular to a middle English or zila school. But these scholarships are tenable for only two years; and as the scholars come up unacquainted with even the rudiments of English, the time is far too short to enable them to compete for the scholarships of the next higher grade which are awarded for success in the middle class Anglo-vernacular examination, in which English is one of the most important subjects. If the boys are poor (as is generally the case), their studies cease at the expiry of these two years, and they leave school disappointed, with a useless smattering of English. So far the boys' time and toil, as well as the money of the State, are thrown away. To be of any real use, the tenure of these middle class vernacular examination scholarships should be extended conditionally to five years, and proposals will accordingly be submitted for the consideration of the Government. The restriction of F. A. and B. A. scholarships to students who pass in the 1st division must for some time to come keep down the diminishing number of our college students, and after careful consideration of the results of this restriction, I am not sure that the step, though theoretically right, was not practically premature. I am inclined to wish that this office were allowed the discretionary power of relaxing the present rule in favour of promising students, recommended for the indulgence by the principals or head-masters of their colleges or schools, who have failed by a few marks to attain the prescribed standard. In the past year only 17 of the 24 F. A. scholarships were awarded, and only 5 native students from the schools of the united provinces in this disastrous year passed the entrance examination in the 1st division.

I append the remarks of Mr. Nesfield, the Inspector of Oudh, on the working of the present system as regards the schools under his charge. I am myself strongly opposed to indiscriminate eleemosynary education in high schools and colleges, but his statement of facts is worthy of attention as a partial explanation of the falling-off in the higher grades of instruction.

116. Mr. Nesfield writes as follows :—" Soon after the amalgamation of the Oudh Department with that of the North-Western Provinces the Oudh scholarship scheme, which had been in force for about 10 years or more, was superseded, and a new scheme introduced for both provinces, namely that contained in G. O. No. 365A, dated 1st November, 1877. The sums allotted annually in this scheme for the general, as distinct from the special, scholarships are the following :—

		Rs.
(1)	College scholarships of all grades	9,552
(2)	Middle school English scholarships	4,320
(3)	Ditto vernacular ditto	2,880
	Total ...	16,752

The Oudh scholarship system, which was superseded by the present scheme three years ago, was the following :—

		Rs.
(1)	College scholarships of all grades	3,655
(2)	Middle school or senior English scholarships	2,576
(3)	Junior ditto	2,412
(4)	Middle school vernacular	1,684
	Total ...	10,327

117. "The most salient points of difference between the two systems are these:—

(*a*) There is nothing in the present scheme answering to the junior English scholarships. These scholarships were a great encouragement to village schools, as they enabled a boy to study at a zila school till he was old enough to compete for the scholarship next above, namely the middle school English. The loss of this privilege puts a stop to his aspirations, unless he happens (which is rarely the case) to have the means of studying at the zila school entirely at his own expense for three or four years in succession. (*b*) The college scholarships are now restricted to those who pass some university examination, either the Entrance or the First Arts, in the first division. But the limitation to the first division seems scarcely advisable. In the Oudh scheme, which has been abolished, scholarships were allowed to those who passed in the second division as well as to those in the first, precedence being of course given to those who stood highest in the class list. A return to this principle seems desirable; for, under the present restriction, many of the most promising students are lost to the service of the State. I may quote the instance of Lala Sita Ram, B. A. (now head-master of the Sitapur zila school), who matriculated from Fyzabad school about five years ago in the second division. With the help of a Government scholarship, which in old days could be given to such men, but which in these days he could not have got, he entered the Canning College, Lucknow. At the end of four years he headed the B. A. list among all the candidates of his year from all the colleges affiliated to the Calcutta University. This shows that second division men may turn out to be quite as deserving as first division men, and that if funds for scholarships are available, they could be utilized with advantage if the present restrictions were removed. The Oudh zila schools have deteriorated since the change of system. No students now enter the Canning College after matriculation, as they used to do. The blow has

fallen entirely on them; for the Canning College itself takes care to give scholarships from its own private resources to those of its own students who matriculate in the second division. But Government schools have no such resources to fall back upon; and yet the Canning College was endowed by Government and by the talúqdars of Oudh quite as much for the benefit of outside students as for those from the Lucknow city. (c) The third point of contrast between the two scholarship systems under report lies in the different between the total amounts allotted in each case. The Oudh total was Rs. 10,327, the present total for both provinces is Rs. 16,752. Reckoning the area and population of Oudh as about one-fourth, and those of the North-Western Provinces as three-fourths the total for the combined provinces, according to the old Oudh rate, would be 4×10,327 or Rs. 41,308 instead of Rs. 16,752. The Oudh scheme certainly did much to promote the cause of education in all grades, primary as well as high, while it lasted. The present scheme is so restricted that its operation cannot be much felt anywhere, and in Oudh is scarcely felt at all. If the Oudh scheme was unduly liberal, it is open to question whether the present scheme does not err on the opposite side. I believe that the present allotment of Rs. 16,752 is, in proportion to the number of schools and scholars and to the total Government expenditure on education in these provinces, considerably smaller than the allotments allowed in other provinces of this Presidency. A liberal scholarship scheme is the life-blood of an educational system. It helps the poor and deserving, and stirs up competition in all."

SCHOLARSHIP.

SECTION VIII.—Books.

BOOKS.

118. No charges have been made in the school courses of these provinces, and no new text books have been published. The translation, in concert with the Director of Public Instruction in the Panjáb, of the Sanitary Primer into the vernaculars of these provinces has been delayed, but the Urdu translation by Dr. Rahim-ullah Khán, Bahadur, has now been received, and no time will be lost in bringing out its counterpart in Hindi.

119. English school books are now procured direct from Calcutta, and every effort has been made to dispose of the remaining stock of English books in the Curator's Depôt. Vernacular school and prize-books have been supplied by the depôt as usual, new editions of the books most in demand having, after revision, been published at the Government Press. There is still an appallingly large and heavy stock of miscellaneous vernacular books in the depôt, of which it seems impossible to dispose except as waste paper. Hundreds of thousands of these books are unsaleable, even at prices which have been twice or thrice reduced, and school committees are as unwilling to distribute as boys are to receive them as prizes. The apparent sacrifice would be great; but as a very great number of these books are absolutely useless and as their custody is costly, I think the stock should be rigorously weeded, and the books for which there is neither demand nor hope of demand be disposed of by public auction.

The sale of vernacular books has been less than it would have been in a more favourable year. In the North-Western Provinces about 80,000 have been sold by Deputy Inspectors and from the few remaining subordinate book depôts.

The Inspector of the Oudh Province reports as follows:—

120. "Hitherto there have been two book depôts in Oudh: one a vernacular depôt managed by Munshi Nawal Kishor, who not only prints the books but distributes them for sale to the 12 Deputy Inspectors who act as his agents, and in this capacity keep local depôts in their own offices for the sale of books to village and other vernacular schools, the other an English depôt, managed by this office, which distributes books to the 11 zila school head-masters, each head-master being employed as an agent for the sale of books, and keeping a sub-depôt for this purpose in the zila school-house. The depôt first named continues still, and if all is well, will be retained in future years. The English depôt, however, has been done away with. The discontinuance of this depôt was one among the other proposals submitted from this office in the last quarter of the past official year with a view to saving unnecessary expenditure. Head-masters of zila schools can supply themselves with what books their pupils require; and I have applied to the Secretary of the Calcutta School Book Society that each of them may be appointed agent for his own district. The depôt kept in this office was chiefly needed for the tahsíli Anglo-vernacular schools; and as these were about to be abolished, the depôt was condemned also. On the other hand, the vernacular depôt is a great convenience; and Munshi Nawal Kishor has always dealt liberally with this department."

Nearly 55,000 books, English and vernacular, have been sold from the Oudh depôts in the past year for Rs. 6,484.

SECTION IX.—Employment of students in the public service.

EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

121. The Government order that, generally speaking, posts with salaries of more than Rs. 10 a month are to be reserved for students who have passed the prescribed

EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

examination is gradually though slowly coming into effect. A list of the boys or young men who pass the middle class vernacular examination is sent to each Collector and Deputy Commissioner, and from this list, at least in many districts, existing vacancies are filled. Mr. Graves, the Inspector of the Rohilkhand Division, very truly says, 'That our passed entrance and middle class boys are not employed in larger numbers is partly due to the fact that they are, as a rule, unwilling to serve as apprentices. They expect a salary to begin with, and the prospect of obtaining regular employment in time is not a sufficient incentive to them to plod on for months with no immediate remuneration.' Mr. Nesfield, the Inspector of the Oudh Division, writes as follows:—'District officers have seldom failed to give what encouragement they could to young men educated at our zila schools. But the amlahs in Government offices throw every impediment they can in their way. The presence of student apprentices in courts is treated as an invasion of their own rights. Hence the apprentice system,—the chief door of admission of students educated in our schools,—if it is to be successful, requires to be watched and fostered. An occasional inquiry into what these apprentices are being taught by the ministerial officers under whom they are placed will not only strengthen the position of the apprentices, but remind the officers concerned of the responsibility that lies upon them to give these apprentices a fair chance of learning the duties of the post in which they are anxious some day to be employed.' Nearly 700 students are reported as having obtained employment in the public service from the united provinces in the past year on salaries varying from Rs. 3 to Rs. 250. The greater number of these posts and the best paid are in the Educational Department."

MISCELLANEOUS.

MISCELLANEOUS.

122. The Principal of Benares College reports as follows on the Wards' Institution, of which he is *ex-officio* Visitor:—

"The year commenced with 11 wards and closed with 15, there having been 7 new wards admitted and three withdrawn. Of the present 15 inmates, 5 are from the North-Western Provinces, two from the Central Provinces, and 8 from the Lower Provinces. Two of these are Musalmans. Fourteen wards are reading in the Collegiate School, one in the 2nd college class. Their progress has, on the whole, been fair, 13 having received promotion consequent on the annual examination. The ward Govind Prashad, who presented himself for the last F. A. examination, failed, as he had been in bad health for some time before the examination, and was obliged to go to Darjeeling for a change. Athletic exercises have been regularly practised. There was one case of small-pox; otherwise the wards enjoyed good health during the year. Their conduct has been on the whole satisfactory. It is gratifying to see that the number of inmates has increased; still new admissions would be very welcome."

EDUCATION OF POOR EUROPEAN AND EURASIAN CHILDREN.

123. Gratuitous elementary instruction has been offered to these classes, as before, at Meerut, Agra, Cawnpore, Allahabad, and Benares, and the tuition fees of two girls at Naini Tal have been paid by the Government. There is an increase of State expenditure at Meerut, where the children's fees were in previous years paid out of a fund raised by private subscription. The following table shows the number of children instructed and the amount spent by the State:—

	Number of children.	Amount	Remarks.
		Rs. a. p.	
1st Quarter	44*	283 0 0	
2nd ditto	172	355 11 3	
3rd ditto	179	351 3 3	
4th ditto	76*	459 15 9	Exclusive of 107 free students of the Allahabad Free School.
Total ...	...	1,399 14 3	

Of the Agra school, which is attended by poor European and Eurasian children at the Government expense, Mr. Lawrence, the Magistrate, writes as follows:—"On my report Government last October consented to (temporarily) pay the deficits of the Agra High School, provided the education it gave was more of a primary nature. This alteration has now been carried out. The expensive head-master has gone away, and the school is now on a humbler footing. It has also moved back to a more central site, and I trust will soon collect all the poor children of its neighbourhood. A Protestant orphanage for boys and girls is much wanted." The Allahabad

Free School, which is largely attended, has already been noticed in its place as an aided school. At Benares the attendance has fallen off. A special school for this class of instruction is needed at Ghâzipur. At Bareilly and Gorakhpur special classes in the high schools might with advantage be established.

124. The following tables give the names with some details of aided schools of a higher class for European and Eurasian children. They have been noticed with the other aided schools of the several districts in which they are situated :—

Boys' Schools.

School.	Number of scholars on the rolls on 31st March.	Average daily attendance.	Cost.	
			Grant-in-aid	Private funds.
			Rs.	Rs.
Sahâranpur, S. P. D. Railway School... ...	28	...	480	1,135
St. Paul's Orphanage, Agra	90	76	3,000	3,200
Cawnpore Ordnance School	22	...	420	307
Ditto Memorial School (mixed)	123	153	3,600	10,020
Allahabad City School, mixed	92	83	1,380	1,851
Ditto Fort School	15	...	600	619
Naini Tal Diocesan School	87	68	5,808	20,773*
Tundla Railway School	35	26	480	1,110
St. George's College, Mussooree	75	71	3,000	19,200
High School, Agra	26	34	2,220	2,457
St. Peter's College, Agra	74	54	3,000	3,000
High School, Allahabad	118	...	6,000	4,786
East India Railway School, Allahabad (mixed) ...	47	32	360	902
Ditto ditto School, Moghal Sarai ...	10	9	360	569
Total ...	842	...	30,768	69,929

Girls' Schools.

School.	Number of scholars on the rolls on 31st March.	Average daily attendance.	Cost.	
			Grant-in-aid	Private funds.
			Rs.	Rs.
Woodstock Girls' School, Landour	65	56	1,800	11,369*
Canning Protestant Girls' School, Agra ...	43	...	3,780	7,924
Protestant Girls' High School, Allahabad ...	113	...	4,500	3,493
Diocesan Girls' School, Naini Tal	43	30	2,820	8,630*
St. Patrick's Orphanage, Agra	116	114	1,800	2,800
Total ...	380	...	14,700	34,216

* Including boarding fees.

125. The following tables give the details of the chief aided orphanages of these provinces. There is no special place in the new statistical forms for schools of this class :—

Orphanages for girls.

Orphanages.	Number of scholars on the rolls on 31st March.	Average daily attendance.	Cost.	
			Grant-in-aid.	Private funds.
			Rs.	Rs.
Christian Female Orphanage, Agra	178	173	1,200	1,200
Baptist Mission, Ramkatora, Benares... ...	30	30	156	240
S. P G, Asrapur, Cawnpore	38	...	900	999
Girls' School, Ghâzipur	39	22	120	120
A. M E. Mission, Paori, Garhwâl	38	33	240	737
Bareilly Orphanage	293	295	2,100	2,381
Total ...	616	...	4,716	5,677

MISCELLANEOUS.

Orphanages for boys.

School.	Number of scholars on the rolls on 31st March.	Average daily attendance	Cost.	
			Grant-in-aid.	Private funds.
			Rs.	Rs.
Saháranpur	29	...	360	480
Agra, Secundra, mixed	386	384	3,000	4,063
Roorkee Orphanage	70	55	1,500	1,811
Sháhjahánpur Orphanage	257	186	2,640	3,540
Total ...	742	...	7,500	9,894

126. As regards Oudh the Inspector says:—"There are five schools in Lucknow, at which children of the class in question can receive education; and if the East Indian population of Lucknow is the same now as it was in 1874, there is scarcely any boy in or near this city who is not attending school. In regard to girls there is a wide disparity between 98, the assumed number of girls of a school-going age, and 65, the recorded number who are attending school. But this difference would probably be entirely removed, if the manager of the Loretto House School had favoured this office with the return which was thrice asked for in vain. In the year 1876 no less than 66 girls were recorded as receiving education in this school, all daughters of parents or guardians residing in Lucknow; and the present number is likely to be large. There is reason, therefore, to believe that Lucknow is as well provided with schools at the present time as it has always been within my experience; that the schools at present existing are amply sufficient for the wants of the class in question; and that few, if any, children of either sex are growing up illiterate. The schools, too, are all efficiently managed and well taught. La Martinière College for boys is probably the best of its kind in India; and the Centennial school of the American Mission (which since 1st April, 1880, has been provided with a grant in-aid) is likely to develop into a very useful day-school for those who cannot pay the higher fees charged at La Martinière."

OFFICE OF DIRECTOR, PUBLIC INSTRUCTION:
The 27th July, 1880.

R. GRIFFITH,
Director of Public Instruction,
N.-W. P. and Oudh.

EDUCATION. GENERAL FORM No. 1.

Return of colleges, schools, and scholars for the official year 1879-80.

Area and population of the province.					Colleges, Schools, and Scholars.		University education.	Secondary		Primary education	Special or technical education.						Percentage of schools and scholars to population.			Remarks.
Number of districts.	Number of divisions.	Total area.	Cultivated area.	Total population.			Colleges.	High schools.	Middle schools.	Primary schools.	Schools of Art.	Medical schools.	Engineering schools.	Normal schools.	Industrial schools.	Other schools.	High schools.	Middle schools.	Primary schools.	
49	11	105,767	54,626	43,028,389	Institutions	For males ...	12	52	605	5,773	...	1	...	16	1	...	·00	·00	·00	
						For females ...	...	6	11	328	..	...	...	4	1	...	·00	·00	·00	
						Total ...	12	58	616	6,101	...	1	..	20	2	...	·00	00	·00	
					Scholars	Males ...	729	1,405	8,110	201,876	...	60	...	323	50	...	·00	00	·46	
						Females ...	...	116	304	8,973	...	...	...	87	84	...	·00	·00	·00	
						Total ...	729	1,521	8,414	210,849	...	60	...	410	134	...	·00	·00	·49	

R. GRIFFITH,

Director of Public Instruction, N.-W. P. and Oudh.

EDUCATION. GENERAL

Return of colleges, schools, and scholars

Class of Institutions.	Government Institutions.							Aided Institutions						
	Number of institutions.	Number of scholars on the rolls on 31st March	Average number on the rolls during the year	Average daily attendance	Number of scholars on 31st March, learning			Number of institutions	Number of scholars on the rolls during the year.	Average number on the rolls during the year.	Average daily attendance.	Number of scholars on 31st March, learning.		
					English	A classical language	A Vernacular language.					English	A classical language.	A Vernacular language.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Arts Colleges.														
University Education. — English	2	14	157	155	148	95	...	2	119	94	82	119	94	...
University Education. — Oriental	1	293	281	251	...	293	...	2	107	103	73	14	107	...
Colleges or Departments of Colleges for professional training—														
University Education. — Law	...	...	...	...	...	...	...	2	37	46	35	35	...	2
High and Middle Schools														
Secondary Education. — For boys — English ...	68	2,687	2,638	2,152	2,687	1,987	911	76	2,771	2,636	2,149	2,710	1,696	1,681
Secondary Education. — For boys — Vernacular,	500	3,583	3,609	2,779	3	1,657	3,646	7	271	261	237	...	210	158
Secondary Education. — For girls — English ...	...	...	...	...	...	...	...	17	420	510	414	414	64	154
Secondary Education. — For girls — Vernacular,	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools														
Primary Education. — For boys — English ...	58	4,248	4,145	3,321	3,569	925	3,469	75	7,016	6,709	5,246	5,584	1,673	5,632
Primary Education. — For boys — Vernacular,	5,558	186,488	185,848	137,129	69	16,136	187,512	65	2,897	2,869	2,083	61	348	2,799
Primary Education. — For girls — English ...	...	...	...	...	...	...	...	28	1,442	1,447	1,084	770	25	1,226
Primary Education. — For girls — Vernacular,	189	4,141	4,204	3,057	...	55	4,086	97	2,974	2,939	2,335	7	4	2,974
Schools for special or technical training.														
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	1	60	63	58	...	...	60	...	...	...	...	...	...	...
Engineering schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Normal schools for masters,	16	323	312	269	...	66	367	...	...	...	...	...	...	...
" " mistresses,	3	18	18	16	...	15	18	1	69	69	66	68	...	69
Industrial schools ...	...	...	...	...	...	...	...	2	134	138	129	...	...	50
Others	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	6,377	211,389	201,267	149,158	6,481	21,229	200,069	369	18,257	17,821	13,933	9,782	4,221	14,695

FORM No. 2.

for the official year 1879-80.

Unaided Institutions under Regular Inspection.							Grand Total of institutions.	Grand Total of scholars on 31st March.	Grand Total of Scholars on 31st March, learning			Classification according to race or creed of the scholars on 31st March.					Remarks.
Number of institutions.	Number of scholars on the rolls during the year	Average number on the rolls during the year.	Average daily attendance	*Number of scholars on 31st March, learning*													
				English	A classical language.	A Vernacular language.			English.	A classical language	A Vernacular language.	Europeans and Eurasians.	Native Christians	Hindus.	Muhammadans.	Others.	
16	17	18	19	20	21	22	23	24	25	26	27	28*a*	28*b*	28*c*	28*d*	28*e*	
2	25	25	21	25	25	14	7	292	292	214	14	16	3	247	26	...	
...	...	...	...	...	...	...	3	400	14	400	...	...	...	338	62	...	
...	...	...	...	...	...	...	2	37	35	...	2	1	...	30	6	...	
6	203	173	155	201	174	364	150	5,661	5,598	3,857	2,904	536	194	4,131	791	9	
...	...	...	...	...	...	...	507	3,854	8	1,867	3,804	...	...	2,901	951	2	
...	...	...	...	...	...	...	17	420	414	64	154	311	109	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
16	589	574	442	479	80	523	149	11,853	9,632	2,678	9,624	616	901	7,810	2,494	32	
21	638	660	464	...	123	520	5,624	190,023	130	16,607	190,831	...	234	158,713	30,621	455	
...	...	...	...	...	...	...	23	1,442	770	25	1,226	370	809	89	169	5	
19	416	372	287	...	...	416	305	7,531	7	59	7,476	...	458	4,118	2,940	15	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	1	60	...	...	60	...	4	28	28	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	16	323	...	66	367	...	...	250	73	...	
...	...	...	...	...	...	...	4	87	68	15	87	3	66	5	13	...	
...	...	...	...	...	...	...	2	134	...	...	50	4	130	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
64	1,871	1,802	1,369	705	402	1,835	6,810	222,117	16,968	25,852	216,599	1,857	2,908	178,660	38,174	518	

R. GRIFFITH,
Director of Public Instruction, N.-W. P. and Oudh.

Return of expenditure on educational establishments, North-

Class of Institutions.	Expenditure. Government Institutions. Provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Aided Institutions. Provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.
1	2a	2b	2c	2d	2e	2f	2	3a	3b	3c	3d	3e	3f	3
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs	Rs	Rs.
UNIVERSITY EDUCATION. *Arts Colleges.*														
English ...	88,171	...	31,824	6,999	...	401	1,27,395	15,166	...	15,340	1,223	...	5,880	37,609
Oriental ...	11,896	...	120	...	...	...	12,016	3,731	...	4,346	86	...	802	8,965
Colleges or departments of Colleges for Professional Training.														
Law ...	...	...	...	...	...	...	...	5,573	...	890	2,076	...	4,000	12,539
SECONDARY EDUCATION. *High and Middle Schools.*														
For boys ... English ...	1,72,544	1,223	3,767	12,487	4,722	1,271	1,96,014	72,749	...	12,345	33,454	4,720	71,617	1,94,885
For boys ... Vernacular ...	40,941	24,301	1,567	2,808	924	507	71,043	1,415	21	185	373	600	781	3,375
For girls .. English ...	...	...	...	...	...	...	...	11,980	...	467	15,252	24	10,865	38,588
For girls .. Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
PRIMARY EDUCATION. *Primary Schools.*														
For boys ... English ...	42,591	956	1,196	9 947	10,446	1,260	66,396	45,591	252	2,574	20,059	5,277	39,837	1,18,590
For boys ... Vernacular ...	81,680	5,04,355	2,754	19,982	17,802	4,237	6,30,810	5,210	173	452	1,044	190	7,450	14,519
For girls ... English ...	...	...	...	...	...	...	...	17,061	...	923	12,686	575	14,124	45,369
For girls ... Vernacular ...	13,601	3,964	30	...	1,011	377	18,983	10,420	...	1,054	25	1,334	17,493	30,326
Schools for special or technical training	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools ...	19,306	...	288	...	...	...	19,594	...	...	...	...	...	...	...
Normal schools for Masters ...	27,729	3,207	135	...	...	...	31,071	...	...	...	...	...	...	...
Normal schools for Mistresses ..	324	172	...	...	...	29	525	1,920	...	120	439	...	2,897	5,376
Industrial schools ...	...	...	...	...	...	...	...	720	...	...	...	...	1,080	1,800
Others ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction ...	35,264	...	...	...	...	...	35,264	...	...	...	...	...	...	...
Inspection ...	2,08,846	5,762	...	...	...	...	2,14 608	...	...	...	...	...	...	...
Scholarships ... Colleges ...	6,158	...	...	...	...	...	6,158	833	...	123	...	...	...	956
Scholarships ... Schools ...	3,810	3,899	530	...	...	...	8,239	753	...	...	...	...	...	753
Buildings ...	275	9,194	30	...	...	26	9,525	...	...	...	...	...	...	...
Endowments ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous ...	12,393	9,255	...	...	...	...	21,648	...	...	...	...	...	...	...
Total ...	7,65,529	5,66,288	42,241	52,218	34,905	8,108	14,69,289	1,93,122	446	38,819	86,717	12,720	1,76,826	5,08,650

N. B.—Rs. 240, as per notes (*a*) and (*b*) should be deducted from total

ERAL FORM No. 3.

Western Provinces and Oudh, for the official year 1879-80.

Unaided Institutions under regular inspection								Average annual cost of educating each pupil					
								Government Institutions.		Aided Institutions		Unaided Institutions.	
Endowments.	Fees.	Other sources.	Total.	Total Government expenditure.	Total expenditure from other sources.	Grand total of expenditure.	Percentage on total expenditure.	Total cost.	Cost to Government.	Total cost.	Cost to Government.	Total cost.	Remarks.
4a	4b	4c	4	5	6	7	8	9	10	11	12	13	
Rs	Rs	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs a p	Rs. a p	Rs a. p	Rs. a p.	Rs. a. p.	
1, 55	1 329	1.209	3,793	1,03,337	65,460	1,68,797	8 39	943 10 8	653 1 10	458 10 4	184 15 2	180 9 10	
...	..	...	...	15,627	5,354	20,981	1 04	47 13 11	47 6 4	122 12 11	51 1 9	...	
...	...	...	...	5,573	6,966	12,539	·62	...	...	358 4 1	159 3 8	...	
9 061	8,077	(a) 595	17,738	2,46,656	1,61,976	4,08,632	20 32	91 1 4	80 11 11	90 10 11	33 13 7	114 6 6	(a) Out of this Rs. 140 is from local cess, which is considered as Government expenditure.
...	...	...	...	66,678	7,740	74,418	3 20	25 9 0	23 7 7	14 3 10	6 0 11	...	
...	...	...	...	11,980	26,608	38,588	1·91	...	...	93 3 3	28 14 11	...	
...	.	...	...	...	...	...	...	...	...	...	...	...	
1 851	1,202	(b) 4,249	7,302	89,490	97,798	1,87,288	9 31	19 15 10	13 1 9	21 10 5	8 11 10	16 11 11	(b) This includes Rs. 100 from local cess which is considered as Government expenditure.
346	34	1,985	2,365	5,91,418	56,276	6,47,694	32 21	4 9 7	4 4 4	6 15 6	2 9 4	5 1 6	
...	...	...	...	17,061	28,308	45,369	2 25	...	...	41 13 9	15 11 10	...	
2	...	1,244	1,246	27,985	22,570	50,555	2·51	6 3 4	5 11 11	12 15 9	4 7 5	4 5 6	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	..	19,306	288	19 594	·97	337 13 3	332 13 9	...	...	...	
...	..	...	...	30,936	135	31,071	1 54	118 9 5	118 1 2	..	...	...	
...	...	...	...	2,416	3,485	5,901	29	32 13 0	31 0 0	81 7 3	29 1 5	...	
...	.	...	..	720	1,080	1,800	·08	...	...	13 15 3	5 9 3	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	..	...	...	...	..	...	...	...	...	...	...	...	
...	...	...	...	35,264	...	35,264	1·75	...	...	...	...	...	
...	..	...	...	2,14,608	...	2,14,608	10 67	...	...	...	...	...	
...	...	...	...	6,991	123	7,114	·35	...	...	...	...	...	
...	...	...	...	8,462	530	8,992	·44	...	...	...	...	...	
...	...	...	...	9,469	56	9,525	·47	...	...	...	...	...	
...	...	...	...	..	...	...	...	...	...	...	...	...	
...	...	...	...	21,648	...	21,648	1·07	...	...	...	...	...	
12,515	10,642	9,282	32,439	15,25,625	4,84,753	20,10,378	100·	9 13 7	8 14 10	36 8 1	13 14 3	23 11 1	

column 6, and added to that of column 5 and then all the totals will agree.

R GRIFFITH,
Director, of Public Instructions, N W. P. and Oudh.

EDUCATION. GENERAL FORM No. 4.

Return showing the result of prescribed examination during the official year 1879-80.

Nature of examination.		Number of Institutions sending examinees.			Number of examinees.				Number passed.				Percentage of passed scholars on total number on rolls at beginning of the year.	
		Government institutions.	Other institutions.	Total.	Government institutions.	Other institutions.	Private students.	Total.	Government institutions	Other institutions.	Private students.	Total.	Government institutions	Other institutions.
1		2	3	4	5	6	7	8	9	10	11	12	13	14
Arts Colleges.														
Master of Arts		1	...	1	4	...	...	4	3	...	...	3	75 00	...
Bachelor of Arts		3	1	4	29	12	..	41	9	8	...	17	31 03	66 66
First Arts		3	3	6	57	31	4	92	29	15	2	46	50·87	48 38
Colleges for professional training.														
Bachelor of Law		...	1	1	...	1	...	1	...	...	...	...	...	...
Schools.														
Matriculation		26	31	57	200	169	11	380	80	63	2	151	43 00	37·27
Standard equivalent to Matriculation	Boys,	...	...	...	..	.	...	...	...	...	...	...	...	..
	Girls,	...	6	6	...	116	...	116	...	1	...	10	...	8 62
Middle school examination	Boys,	353	50	403	1,215	368	53	1,636	492	71	15	578	40·49	19·29
	Girls,	...	17	17		420	...	420	...	31	...	31*		7·38
Upper primary school examination	Boys,	4,320	110	4,430	21,257	2,365	...	23,622	4,175	514	...	4,689	19·61	21·73
	Girls,	6[illegible]	70	118	1[illegible]2	441	...	563	21	1 8	...	13[illegible]	19· 7	24·49
Lower primary school examination	Boys,	4,359	134	4,493	122,212	6,3 7	...	1,28,589	12,978	846	...	13,824	1[illegible]·53	14·85
	Girls	130	116	246	2,599	3,658	...	6,257	249	207	...	456	9 22	5·81

*Passed equivalent examination.

N. B.—On the results.
Upper primary school examination passed by 2,501.
Lower ditto ditto ditto 5,050.

R. H. GRIFFITH,

Director of Public Instruction, N.-W. P. and Oudh.

SUBSIDIARY FORMS.

SUBSIDIARY FORM No. 1.

Statistical return of colleges for the official year 1879-80.

District.	Name or class of institutions	Number of institutions.	No. of scholars on the rolls on 31st March. Reading for degree.	Reading for first arts licentiate or corresponding examination.	Total.	Average No. on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Number of scholars on 31st March, 1880, learning English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Expenditure. Grants from provincial revenues.	Endowments.	Fees.	Other sources.	Total.	Annual cost of educating each scholar. Total cost.	Cost to Government.	Remarks.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9	10	11	12
	ARTS COLLEGES. *English.*																		Rs.	Rs	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p	
Agra	Government	1	7	18	25	30	26	...	...	23	2	...	25	...	...	...	13	9	5,947	27,652	1,163	15	34,777	1337 9 3	228 11 8	
Benares	Ditto	1	24	34	58	58	52	...	...	57	1	...	58	...	...	2	13	26	31,707	1,576	2,677	356	36,346	698 15 5	609 12 0	
Allahabad ...	Ditto	1	32	33	65	69	57	2	1	58	4	...	65	...	1	2	17	12	50,517	2,396	3,159	...	56,272	987 3 7	886 4 2	
	Total ...	3	63	85	148	157	135	2	1	138	7	...	148	4	1	4	43	47	88,171	31,824	6,999	401	1,27,395	943 10 8	653 1 10	
Aligarh	Aided	1	...	20	20	17	16	...	...	6	14	...	20	...	...	1	17	2	3,239	...	719	5,850	9,838	614 14 0	202 7 0	
Lucknow	Ditto	1	25	74	99	77	66	...	1	94	4	...	99	...	...	...	34	40	11,927	15,340	504	...	27,771	420 12 4	180 11 4	
	Total, Aided ...	2	25	94	119	94	82	...	1	100	18	...	119	...	...	1	51	42	15,166	15,340	1,223	5,880	37,609	458 10 4	184 15 2	
Agra	Unaided	Statistics of St. Johns College not received.																								
Benares	Unaided	1	...	11	11	11	10	...	1	9	1	...	11	...	...	...	4	7	...	...	218	1,209	1,427	142 11 2	...	
Lucknow	Ditto	1	...	14	14	12	11	14	...	...	...	...	14	14	14	...	...	...	...	1,256	1,111	...	2,366	215 1 5	...	
	Total, Unaided...	2	...	25	25	23	21	14	1	9	1	...	25	14	14	...	4	7	...	1,255	1,329	1,209	3,793	180 9 10	...	
	Total, English Colleges ...	7	88	204	292	274	238	16	3	247	26	...	292	14	15	5	98	96	1,03,337	48,419	9,551	7,490	1,68,797	709 3 8	434 3 0	
	Oriental																									
Benares	Govt. Sanskrit College ...	1	...	...	293	281	251	...	...	293	...	...	...	...	...	...	...	293	11,896	120	...	...	12,016	47 13 11	47 6 4	
Aligarh	Aided	1	...	...	14	14	7	...	...	1	13	...	14	...	...	7	7	...	439	...	59	802	1,300	185 11 5	62 11 4	
Lucknow	Ditto	1	...	93	93	92	66	...		44	49	...	...	...	...	32	35	26	3,292	4,346	27	...	7,665	116 3 2	49 14 1	
	Total, Aided Colleges ...	2	...	93	107	103	73	...	..	45	62	...	14	...	...	39	42	26	3,731	4,346	86	802	8,965	122 12 11	51 1 9	
	Total, Oriental Colleges	3	...	93	400	384	324	...	...	338	62	...	14	...	...	39	42	319	15,627	4,466	86	802	20 981	64 12 1	48 3 8	
	Grand Total, Arts Colleges	10	88	297	692	658	562	16	3	585	88	...	305	14	15	44	140	415	1,18,964	52,885	9,637	8,292	1,89 778	337 10 11	211 10 10	
	Colleges or Depts. of Colleges for professional training. *Law*																									
Allahabad ...	Aided	1	5	23	28	38	28	1	...	24	3	...	26	2	...	...	...	...	4,876	117	1,924	4,000	10,917	389 14 3	174 2 3	
Lucknow	Ditto	1	...	9	9	8	7	...	...	6	3	...	9	...	...	...	...	...	697	773	152	...	1,622	32 7 0	13 15 0	
		...	...	(79)	(73)	(63)	(43)	...	(1)	(67)	(5)	...	(73)													
	Total ...	2	5	32	37	46	35	1	...	30	6	...	35	2	...	...	...	...	5,573	890	2,076	4,000	12,539	358 4 1	159 3 8	
	Engineering																									
Saháranpur, Government.	This is a special College which cannot fit into this form																									
	Grand Total of professional Colleges ...	2	5	32	37	46	35	1	...	30	6	..	35	2	...	...	...	...	5,573	890	2,076	4,000	12,539	358 4 1	159 3 8	
	Grand Total all Colleges ...	12	93	329	729	704	597	17	3	615	94	...	341	16	15	44	140	415	1,24,537	53,775	11,713	12,292	2,02,317	338 14 2	208 9 8	

N.B.—The figures within brackets opposite to the Law Department, Lucknow, represent those pupils who are also studying in the Arts Department, hence they have not been counted in the total columns.

R. T. H. GRIFFITH,
Director, Public Instruction, N.-W.P. and Oudh.

SUBSIDIARY

Statistical return of high and middle schools

Division.	District.	Name or class of institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1880. In high school.	In middle school.	Total.	Average number on the rolls during the year.	Average daily attendance	Classification according to race or creed of the scholars on 31st March, 1880. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
1	2	3	4	4a	4b	4	5	6	7a	7b	7c	7d	7e
		English Schools.											
MEERUT.	Dehra Dún	Aided	4	29	42	71	70	64	59	2	8	2	...
	Saháranpur ...	Government ...	2	...	40	40	38	29	...	...	36	4	...
		Aided	5	...	168	168	163	129	4	60	94	10	...
		Total ...	7	...	208	208	201	158	4	60	130	14	...
	Muzaffarnagar ...	Government ...	3	...	38	38	32	30	...	...	38	...	...
	Meerut ...	Government ...	3	14	74	88	95	70	...	...	72	16	...
		Aided	2	13	55	68	45	36	1	3	52	12	...
		Total ...	5	27	129	156	140	106	1	3	124	28	...
	Bulandshahr ...	Government ...	1	..	29	29	32	24	...	...	26	3	...
	Aligarh ...	Government ...	3	23	125	148	147	101	2	2	130	13	1
		Aided	3	20	88	108	102	69	...	...	51	56	1
		Total ...	6	43	213	256	249	170	2	2	181	69	2
		Total, Govt schools ...	12	37	306	343	344	254	2	2	302	36	1
		Total, Aided schools ...	14	62	353	415	380	298	64	65	205	80	1
		GRAND TOTAL ...	26	99	659	758	724	552	66	67	507	116	2
AGRA.	Muttra ...	Government ...	2	22	57	79	74	58	...	...	73	6	...
	Agra	Government ...	2	28	25	53	51	42	...	...	42	11	...
		Aided	8	50	250	300	295	234	90	19	163	28	...
		Total ...	10	78	275	353	346	276	90	19	205	39	...
	Farukhabad ...	Government ...	2	25	64	89	84	65	...	3	80	6	...
		Aided	1	...	22	22	23	22	...	...	18	4	..
		Total ...	3	25	86	111	107	87	...	3	98	10	...
	Mainpuri ...	Government ...	1	...	30	30	26	21	...	...	29	1	...
	Etáwah ...	Government ...	2	16	77	93	81	69	...	...	91	2	...
	Etah ...	Government ...	1	...	24	24	35	17	...	...	24	...	...
		Total, Govt schools ...	10	91	277	368	351	272	...	3	319	26	...
		Total, Aided schools ...	9	50	272	322	318	256	90	19	181	32	...
		GRAND TOTAL ...	19	141	549	690	669	528	90	22	520	58	...
ROHILKHAND.	Bijnor ...	Government ...	1	...	36	36	31	24	...	...	26	10	...
	Moradabad ...	Government ...	2	30	71	131	96	79	...	...	93	8	...
		Aided	1	...	26	26	27	24	...	8	15	3	...
		Total ...	3	30	97	127	123	103	...	8	108	11	...
	Budaun ...	Government ...	1	...	46	46	49	41	...	....	40	6	...
	Bareilly ...	Government ...	2	56	138	194	184	174	2	2	149	38	3
	Shahjahánpur ...	Government ...	2	14	44	58	52	42	...	...	37	21	...
		Aided	1	...	40	40	34	26	...	21	14	8	...
		Total ...	3	14	84	98	86	68	...	21	48	29	..
		Total, Govt schools ...	8	100	385	485	412	359	2	2	345	83	3
		Total, Aided schools ...	2	...	66	66	61	59	...	29	26	11	...
		GRAND TOTAL ...	10	100	401	501	473	409	2	31	371	94	3

[a] 7 Passed Koorkee examination.

FORM No. 2.

(English and Vernacular), for the official year 1879-80.

Number of scholars on 31st March, 1880, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle school examination.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
71	59	59	...	12	...	3,673	...	...	5 928	...	12,615	22,216	347 2 0	57 6 3	2	1
40	40	...	...	...	...	1,943	...	...	40	226	9	2 218	76 7 9	67 0 0	..	2
153	100	...	...	49	15	3,363	...	.	403	395	3,486	7,647	59 4 6	26 1 1	...	[b]2
193	140	...	..	49	15	5,306	...	...	443	621	3,495	9,865	62 7 0	33 9 4	...	4
38	16	...	..	11	...	2,081	...	...	48	221	171	2,521	84 0 6	69 5 10	...	3
88	37	...	...	44	4	4,295	...	48	29	390	24	4,786	68 5 11	61 5 9	2	6
68	...	..	...	62	6	1,720	...	...	218	215	3,215	5,368	149 1 9	47 12 5	2	4
156	37	...	...	106	10	6,015	...	48	247	605	3,239	10,154	95 12 8	56 11 11	4	10
29	18	...	...	11	...	1,837	...	48	51	92	...	2,028	84 8 0	76 8 8	...	1
148	39	..	...	69	29	4,541	...	214	102	991	20	5,868	58 1 7	44 15 4	1	4
108	10	...	12	69	17	2,224	...	. .	997	1,209	3,690	8,120	117 10 11	32 3 9	6	1
256	49	...	12	138	46	6,765	...	214	1,099	2 200	3,710	13,988	82 4 6	39 12 8	7	5
343	149	...	...	135	33	14,697	...	310	270	1,920	224	17 421	68 9 4	57 13 9	3	16
400	169	59	12	192	38	10,980	...	...	7,546	1,819	23,006	43,351	145 7 6	36 13 6	10	[b]8
743	318	59	12	327	71	25,677	...	310	7,816	3,739	23,230	60,772	110 1 6	46 8 3	13	24
79	20	...	...	49	10	4,875	..	...	96	438	..	5 409	93 4 1	84 0 9	2	2
53	7	...	...	35	11	13,383	...	236	405	...	24	14,048	334 7 7	318 10 3	8	9
300	108	57	...	164	34	12,263	...	426	3,393	544	13,712	30,338	129 10 4	52 6 5	8	10
353	115	57	...	199	45	25 646	...	662	3,798	544	13,736	44,386	160 13 1	92 14 8	16	19
89	38	...	...	42	8	4,925	...	...	54	74	6	5,055	77 42 3	75 11 9	3	4
22	...	...	...	22	...	165	...	..	30	120	141	456	20 11 7	7 8 0	...	2
111	38	...	...	64	8	5,088	...	...	84	192	147	5,511	63 5 6	58 7 8	3	6
30	30	...	...	4	8	2,153	108	...	30	83	...	2,374	113 0 9	107 10 8	...	2
93	...	...	...	47	46	9,364	136	321	217	83	...	10,123	146 11 4	137 12 3	3	9
24	24	...	...	...	...	1,984	306	...	32	144	30	2,496	146 13 2	134 11 3	...	2
368	119	...	...	177	83	36,682	552	557	834	820	60	39,505	145 3 9	136 14 2	16	28
322	108	57	...	186	34	12,425	...	426	3,423	664	13,853	30,794	120 4 7	48 8 9	8	12
690	227	57	...	363	117	49,110	552	983	4,257	1,484	13,913	70,299	133 2 3	94 0 10	24	40
36	5	.	...	31	...	1,964	...	29	102	112	...	2,207	91 15 4	81 13 4	...	[c]7
101	13	..	...	75	13	7,155	...	2,251	265	...	...	9,671	122 6 8	90 9 1	2	3
26	26	...	...	26	...	546	...	...	78	...	642	1,260	52 8 0	22 8 0	...	...
127	39	...	...	101	13	7,695	...	2,951	343	...	642	10,931	106 2 0	74 11 4	2	3
46	14	...	...	27	5	1,702	...	...	107	468	...	2,277	55 8 7	41 8 2	...	4
194	33	...	...	136	25	18,455	441	200	1,612	484	481	21,673	124 8 11	108 9 7	13	13
58	7	...	...	49	2	5,240	...	...	168	328	...	5,736	136 9 1	124 12 2	2	4
40	40	...	...	...	...	1,020	...	...	...	...	1,400	2,420	93 1 2	39 3 8	...	...
98	47	...	...	49	2	6,260	...	...	168	328	1,400	8,156	119 15 1	92 0 11	2	4
435	72	...	...	318	45	34,516	441	2,480	2,254	1,392	481	41,564	115 12 5	97 5 11	17	[c]31
66	66	...	...	26	...	1,560	...	...	78	...	2,042	3,680	73 9 7	31 3 2	...	...
501	138	...	...	344	45	36.076	441	2,480	2,332	1,392	2,523	45,244	110 9 11	89 4 6	17	[c]31

[b] 7 Passed Roorkee examination.

[c] 1 Passed M. C. Vernacular examination.

SUBSIDIARY

Statistical return of high and middle schools

Division.	District.	Name or class of institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1880. In high school.	In middle school.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1880. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
1	2	3	4	4a	4b	4c	5	6	7a	7b	7c	7d	7e
		English Schools—(contd.)											
ALLAHABAD.	Cawnpore ...	Government ...	2	31	75	106	104	83	...	...	102	4	...
		Aided	4	19	114	133	143	128	55	2	68	8	...
		Total ...	6	50	189	239	247	211	55	2	170	12	...
	Fatehpur ...	Government ...	1	...	22	22	23	18	...	...	16	5	1
	Bánda ...	Government ...	2	19	42	61	66	57	...	2	49	10	...
	Hamírpur ...	Government ...	1	...	13	13	11	7	...	...	11	2	...
	Allahabad ...	Government ...	2	57	140	197	160	136	...	3	158	36	...
		Aided	5	64	138	202	210	165	80	8	107	7	...
		Total ...	7	121	278	399	370	301	80	11	265	43	...
	Jaunpur ...	Government ...	1	...	36	36	34	27	...	...	29	7	...
		Aided	2	4	27	31	31	28	...	1	29	1	...
		Total ...	3	4	63	67	65	55	...	1	58	8	...
		Total, Govt schools ...	9	107	328	435	398	328	...	5	365	64	1
		Total, Aided schools ...	11	87	279	366	384	321	135	11	204	16	...
		GRAND TOTAL ...	20	194	607	801	782	649	135	16	569	80	1
BENARES.	Azamgarh ...	Aided	2	16	49	65	51	41	...	1	50	14	...
	Mirzapur ...	Government ...	2	13	62	75	60	52	...	...	66	9	...
		Aided	3	5	58	63	64	50	...	5	52	6	...
		Total ...	5	18	120	138	124	102	...	5	118	15	...
	Benares ...	Government ...	2	81	153	234	235	192	...	...	209	25	...
		Aided	6	132	203	335	294	239	6	15	293	21	...
		Total ...	8	213	356	569	529	431	6	15	502	46	...
	Gházipur ...	Aided	5	37	139	176	160	137	...	5	134	37	...
		Unaided	2	...	12	12	12	9	...	...	8	4	...
		Total ...	7	37	151	188	172	146	...	5	142	41	...
	Gorakhpur ...	Aided	2	17	60	77	76	59	2	10	52	13	...
	Basti ...	Aided	2	...	23	23	21	17	...	...	21	2	...
	Ballia ...	Aided	1	...	35	35	32	30	...	...	33	2	...
		Total, Govt schools ...	4	94	215	309	295	244	...	...	275	34	...
		Total, Aided schools ...	21	207	567	774	698	573	8	36	635	95	...
		Total, Unaided schools,	2	...	12	12	12	9	...	...	8	4	...
		GRAND TOTAL ...	27	301	794	1,095	1,005	826	8	36	918	133	...
JHANSI.	Jhánsi ...	Government ...	1	...	18	18	16	12	...	...	18	5	...
	Jalaun ...	Government ...	1	...	22	22	20	15	...	...	21	1	...
	Lalitpur ...	Government ...	1	...	16	16	16	14	...	...	14	1	1
		Total, Govt. schools ...	3	...	56	56	52	41	...	...	48	7	1
		GRAND TOTAL ...	3	...	56	56	52	41	...	...	48	7	1

[a] 1 Passed M C. Vernacular examination. [b] 2 Passed M.C Vernacular examination. [c] 4 Passed M.C. Vernacular examination.

FORM No. 2.

(*English and Vernacular*), *for the official year* 1879-80—(continued).

Number of scholars on 31st March, 1880, learning						*Expenditure*							*Annual cost of educating each scholar*		*Number passed.*	
English.	Vernacular.	Latin	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues	Local rates or cesses	Endowments.	Fees.	Municipal grants	Other sources	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle school examination
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs	Rs.	Rs.	Rs	Rs	Rs	Rs a. p	Rs. a. p.		
106	6	...	...	75	25	6,379	...	111	441	...	21	6,952	83 12 1	76 13 8	4	9
133	128	43	..	...		4,422		...	6,287	...	10,029	20,738	162 9 3	34 8 9	1	1
1,239	134	43	...	75	25	10,801	...	111	6,728	..	10,050	27,690	131 3 8	51 3 0	5	10
22	22	...	...	...	..	685	..	...	40		...	725	40 4 5	38 0 10	...	4
61	...	...	...	48	13	4,194	...	...	228	20	...	4,412	77 14 10	73 9 3	...	1
13	13	...	...	..	...	548	..	..	18	...	...	566	80 13 8	78 4 6	...	1
197	56	...	2	105	34	7,272	...	...	670	513	...	8,455	62 2 8	53 7 6	8	8
202	134	79	...	28	40	6,792	...	.	5,865	572	1,973	15,202	92 2 1	41 2 7	3	1
399	190	79	2	13	74	14,064	..	...	6,535	1,085	1,973	23 657	78 9 6	46 11 7	11	9
36	12	...	...	23	1	814	...	...	34	...	416	1,264	46 13 0	30 2 4	...	4
31	5	...	...	25	1	888	...	928	157	...	82	2,055	73 6 3	31 11 5	1	1
67	17	...	..	48	2	1,702	...	928	191	...	498	3,319	60 5 6	30 15 1	1	5
435	109	...	2	251	73	19 892	...	111	1,431	533	497	22,404	68 4 10	60 10 4	12	27
366	267	122		53	41	12,102	...	928	12,309	572	12,084	37,995	118 5 9	37 11 2	5	3
801	376	122	2	304	114	31,994	...	1,039	13 740	1,105	12,521	61,399	93 1 0	49 4 9	17	30
65	13	...	2	48	2	1,200	...	..	259	80	860	2,399	58 8 2	29 4 5	...	[a]4
75	23	...	2	38	12	5,310	...	...	80	...	...	5,390	103 10 6	102 1 10	2	3
63	44	...	...	...	...	960	...	..	245	...	1,880	3,085	61 11 2	19 3 2	...	...
138	67	...	2	38	12	6 270	...	...	325	...	1,880	8,475	83 1 5	61 7 6	2	3
234	35	1	1	136	61	10,195	..	48	3,189	..	...	13,432	69 15 4	53 1 7	21	4
335	220	...	...	68	96	7,800	...	823	2,222	400	7,065	18,310	76 9 9	32 10 2	5	[b]...
569	255	1	4	202	157	17,995	...	871	5,411	460	7,065	31,742	73 10 4	41 12 0	26	4
161	56	...	7	115	12	4,030	...	836	...	1,077	2,983	8,926	65 2 5	29 6 8	5	[c]11
12	12	...	...	...	...	...	140	...	22	...	..	162	18 0 0	15 8 10	...	[d]1
173	68	...	7	115	12	4,030	140	836	22	1,077	2,983	9,088	62 3 11	28 8 11	5	12
77	27	...	1	49	...	2,250	..	...	310	...	1,387	3,947	66 14 4	38 2 2	1	[e]4
23	23	...	3	..	..	356	...	...	63	...	401	820	48 3 9	20 15 1	...	...
35	35	...	...	9	...	180	...	300	36	...	...	516	17 3 2	6 0 6	...	...
309	58	1	3	174	73	15,505	...	[illegible]	3,269	...	...	18,822	77 2 3	63 8 8	23	7
759	416	...	13	287	110	16,776	...	1,959	3,135	1,557	14,576	38,003	66 5 2	29 4 5	11	[f]19
12	12	...	...	...	...	...	140	...	22	...	...	162	18 0 0	15 8 10	...	...
1,080	488	1	16	461	183	32,281	140	2,007	6,426	1,557	14,576	56,987	68 15 10	39 4 0	34	26
18	6	...	...	12	...	1,784	...	...	21	...	9	1,814	151 2 4	148 10 8	...	1
22	14	..	...	3	5	1,559		...	26	57	...	1,633	108 15 2	103 5 4	...	...
16	12	...	...	4	...	1,914	...	...	15	...	...	1,929	137 12 7	136 11 5	...	1
56	32	...	...	19	5	5,248	...	...	62	57	9	5,376	131 1 11	128 0 0	...	2
56	32	...	..	19	5	5,248	...	...	62	57	9	5,376	131 1 11	128 0 0	...	2

[d] Inspector shows them as unaided schools [e] 1 Passed M.C. Vernacular examination. [f] 8 Passed M C, Vernacular examination.

SUBSIDIARY

Statistical return of high and middle schools

Division	District.	Name or class of institutions	Number of institutions	Number of scholars on the rolls on 31st March, 1880			Average number on the rolls during the year	Average daily attendance	Classification according to race or creed of the scholars on 31st March, 1880.				
				In high school	In middle school	Total.			Europeans and Eurasians	Native Christians.	Hindús	Muhammadans	Others
1	2	3	4	4a	4b	4c	5	6	7a	7b	7c	7d	7e
		English Schools—(concld).											
Kumaun	Kumaun ...	Aided	4	25	82	107	109	90	62	6	39	...	...
	Garhwál ...	Aided	2	..	6	6	6	4	.	...	6	...	...
		Total, Aided schools...	6	25	88	113	115	94	62	6	45	...	...
		GRAND TOTAL ...	6	25	88	113	115	94	62	6	45	...	...
	N.-W. P.	Grand Total of Government schools,	46	429	1,517	1,946	1,852	1,498	4	12	1,674	250	6
		Ditto of Aided schools ...	61	431	1,625	2,056	1,956	1,592	359	166	1,296	234	1
		Ditto of Unaided schools ...	2	...	12	12	12	9	...	...	8	4	...
	GREAT GRAND TOTAL, ENGLISH SCHOOLS, N.-W. PROVINCES.		111	860	3,154	4,014	3,821	3,099	363	178	2,978	488	7
Lucknow	Lucknow ...	Aided	9	149	485	634	598	504	7	6	484	135	2
		Unaided ...	3	65	106	171	141	132	165	3	1	2	...
		Total ...	12	214	591	805	739	636	172	9	485	137	2
	Unao ...	Government ...	2	25	6	85	74	60	1	...	65	18	...
	Bara Banki ...	Government ...	2	14	50	64	60	49	...	...	43	21	...
Sitapur	Sitapur ...	Government ...	2	18	25	43	57	49	...	...	38	5	...
		Aided	2	...	35	35	32	25	...	3	19	13	...
		Total ...	4	18	60	78	89	74	...	3	57	18	...
	Hardoi ...	Government ...	2	24	43	67	69	54	...	...	50	17	...
	Kheri ...	Government ...	2	20	37	57	58	49	...	...	51	6	..
Fyzabad	Fyzabad ...	Government ...	2	19	118	137	123	111	...	1	111	25	...
	Bahraich ...	Government ...	2	25	28	53	63	51	...	...	41	12	...
		Unaided	1	...	20	20	20	14	...	...	16	4	...
		Total ...	3	25	48	73	83	65	..	...	57	16	...
	Gonda ...	Government ...	2	30	48	78	88	80	...	...	66	12	...
		Aided ...	2	8	38	46	50	28	...	...	42	4	...
		Total ...	4	38	86	124	138	108	...	...	108	16	...
Rae Bareli	Rae Bareli ...	Government ...	2	13	46	59	75	59	...	1	43	15	...
	Sultanpur ...	Government ...	2	11	35	46	58	42	...	...	39	7	...
	Partabgarh ...	Government ...	2	19	33	52	61	50	...	2	43	7	...
	Grand Total of Government schools ...		22	228	523	741	786	654	1	4	591	165	...
	Ditto of Aided schools ...		13	157	558	715	680	557	7	9	545	152	2
	Ditto of Unaided schools ...		4	65	126	191	161	146	165	3	17	6	...
	GREAT GRAND TOTAL, ENGLISH SCHOOLS, OUDH,		39	440	1,207	1,647	1,627	1,357	173	16	1,153	303	2
	GREAT GRAND TOTAL OF ENGLISH SCHOOLS, N.-W. PROVINCES AND OUDH		150	1,300	4,361	5,661	5,447	4,456	536	194	4,131	791	9

FORM No. 2.

(*English and Vernacular*), *for the official year* 1879-80—(continued).

Number of scholars on 31st March 1880, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues	Local rates or cesses	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government	Matriculation or equivalent examination	Middle school examination.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	R. a. p.	Rs. a. p		
107	81	...	...	5	39	6,272	...	...	3,714	96	2,922	13,004	144 7 10	57 5 7	...	4
6	...	...	...	...	...	150	...	...	3	...	48	201	50 4 0	37 8 0	...	2
113	81	...	...	5	39	6,422	...	...	3,717	96	2,970	13,205	140 7 8	68 5 1	...	6
113	81	...	...	5	39	6,422	...	...	3,717	96	2,970	13,205	140 7 8	68 5 1	...	6
1,946	539	1	5	1,074	312	1,26,540	993	3,506	8,120	4,722	1,211	1,45,092	96 13 8	85 2 2	71	111
2,026	1,109	238	25	749	262	60,268	...	3,313	30,208	4,708	68,531	1,67,028	104 15 3	37 13 8	34	46
12	12	...	...	...	...	...	140	...	22	...	...	162	18 0 0	15 8 10	...	...
3,984	1,660	239	30	1,823	574	1,86,808	1,133	6,819	38,350	9,430	69,742	3,12,282	100 12 0	60 10 3	105	*159
609	450	...	34	269	44	10,565	...	9,032	3,196	...	1,188	23,981	47 9 3	20 15 4	18	9
171	330	159	...	...	...	...	...	9,061	8,055	...	137	17,253	130 11 3	...	11	...
780	780	159	34	269	44	10,565	...	18,093	11,251	...	1,325	41,234	64 13 4	16 9 9	29	9
85	9	...	...	75	1	3,429	...	...	414	...	...	3,843	64 0 8	57 2 5	1	3
64	64	...	...	50	...	3,509	...	...	320	...	...	3,822	77 5 11	71 7 6	...	4
43	6	...	...	36	1	2,710	...	...	310	...	53	3,073	62 11 6	55 4 9	1	6
29	34	...	...	26	3	728	...	...	25	12	591	1,354	54 2 9	29 2 2	...	...
72	40	...	...	32	4	3,438	...	...	339	12	644	4,427	59 13 4	46 7 4	1	6
57	17	...	...	50	...	3,952	...	...	380	...	...	4,332	80 3 8	73 2 10	1	2
57	40	...	...	44	...	2,807		...	312	...	...	3,119	63 10 5	57 4 7	...	1
137	33	...	...	131	...	10,709	70	...	652	...	...	11,431	102 15 8	97 1 8	4	5
53	54	...	...	27	...	3,863	...	...	332	...	7	4,202	82 6 2	75 11 10	1	1
18	20	...	...	15	...	...	...	...	...	...	318	318	22 11 5	...	...	1
71	74	...	...	42	...	3,863	...	...	332	...	325	4,520	69 8 6	59 6 10	1	2
78	18	...	...	59	1	3,526	...	81	466	...	...	4,073	50 14 8	44 1 3	1	3
46	38	...	...	46	...	1,188	...	...	27	...	1,307	2,522	90 1 0	42 6 10	1	...
124	56	...	...	105	1	4,714	...	81	493	...	1,307	6,595	61 1 1	43 10 5	2	3
59	59	...	...	59	...	4,990	...	180	598	...	...	5,768	97 12 3	84 9 3	3	3
46	42	...	...	39	...	3,945	...	...	272	...	...	4,217	100 6 6	93 14 10	...	...
52	30	...	...	22	...	2,571	160	...	311	...	...	3,042	60 13 6	54 9 10	5	8
741	372	...	...	592	3	46,004	230	261	4,367	...	60	50,922	77 13 9	70 11 1	17	33
684	522	...	34	341	47	12,481	...	9,032	3,246	12	3,086	27,857	50 0 2	22 6 6	19	9
189	350	159	...	15	...	...	...	9,061	8,055	...	455	17,571	120 5 7	...	11	1
1,614	1,244	159	34	948	50	58,485	230	18,354	15,668	12	3,601	96,350	71 0 0	43 4 3	47	b43
5,598	2,904	398	64	2,771	624	2,45,293	1,363	25,173	54,018	9,442	73,343	4,08,632	91 11 3	55 5 7	152	202

* 7 passed Roorkee examination, and 9 passed M. V. examination. b 5 boys passed M. C A. V. Exmn. from schools abolished.

SUBSIDIARY

Statistical return of high and middle schools

Division.	District.	Name or class of institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1880			Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1880				
				In high school	In middle school.	Total.			Europeans and Eurasians	Native Christians.	Hindus.	Muhammadans.	Others.
1	2	3	4	4a	4b	4c	5	6	7a	7b	7c	7d	7e
		Vernacular Schools.											
Meerut.	Dehra Dún ...	Government ...	1	...	4	4	4	3	...	...	4	...	...
	Saháranpur ...	Government ...	9	...	62	62	55	39	...	...	40	22	...
	Muzaffarnagar ...	Government ...	10	...	72	72	76	62	...	...	29	33	...
	Meerut ...	Government ...	7	...	67	67	54	40	...	...	55	12	...
	Bulandshahr ...	Government ...	8	...	87	87	73	49	...	...	57	30	...
	Aligarh ...	Government ...	21	...	141	141	156	97	...	...	90	51	...
		Total, Govt. schools ...	56	...	433	433	418	290	...	...	285	148	...
		GRAND TOTAL ...	56	...	433	433	418	290	...	...	285	148	...
Agra.	Muttra ...	Government ...	19	...	87	87	87	56	...	...	87	...	...
	Agra ...	Government ...	8	...	31	31	29	28	...	...	30	1	...
	Farukhabad ...	Government ...	35	...	170	170	172	120	...	...	166	4	...
	Mainpuri ...	Government ...	7	...	25	25	29	21	...	...	25	...	...
	Etáwah ...	Government ...	17	...	118	118	96	67	...	...	116	2	...
	Etah ...	Government ...	15	...	85	85	83	65	...	...	81	4	...
		Total, Govt. schools ...	101	...	516	516	496	357	...	...	505	11	...
		GRAND TOTAL ...	101	...	516	516	496	357	...	...	505	11	...
Rohilkhand.	Bijnor ...	Government ...	9	...	158	158	142	111	...	...	56	102	...
		Aided ...	1	...	22	22	23	21	...	...	3	19	...
		Total ...	10	...	180	180	165	132	...	...	59	121	...
	Moradabad ...	Government ...	15	...	133	133	133	94	...	...	81	52	...
	Budaun ...	Government ...	23	...	231	231	240	166	...	...	163	70	...
	Bareilly ...	Government ...	13	...	158	158	145	101	...	...	120	38	...
	Sháhjahánpur ...	Government ...	9	...	62	62	61	41	...	...	52	10	...
	Pilibhít ...	Government ...	6	...	47	47	54	40	...	...	26	21	...
		Total, Govt schools ...	75	...	791	791	775	553	...	...	498	293	...
		Total, Aided schools ...	1	...	22	22	23	21	...	...	3	19	...
		GRAND TOTAL ...	76	...	813	813	798	574	...	...	501	312	...
Allahabad.	Cawnpore ...	Government ...	33	...	141	141	114	86	...	...	138	3	...
	Fatehpur ...	Government ...	7	...	31	31	30	25	...	...	25	6	...
	Bánda ...	Government ...	4	...	22	22	19	19	...	...	21	1	...
	Hamírpur ...	Government ...	9	...	40	40	40	36	...	...	38	2	...
	Allahabad ...	Government ...	22	...	72	72	77	57	...	...	36	36	...
	Jaunpur ...	Government ...	4	...	32	32	30	23	...	...	26	6	...
		Total, Govt. schools ...	79	...	338	338	310	246	...	...	284	54	...
		GRAND TOTAL ...	79	...	338	338	310	246	...	...	284	54	...

FORM No. 2.

(*English and Vernacular*), *for the official year* 1879-80—(continued).

Number of scholars on 31st March, 1880, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular	Latin.	Arabic	Persian.	Sanskrit	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle school examination.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs	Rs	Rs	Rs.	Rs	Rs.	Rs. a. p	Rs. a p		
...	4	...	..	2	...	86	38	...	4	39	...	167	55 10 8	41 5 4	...	2
...	62	...	...	62	...	464	355	...	28	56	...	903	23 2 6	21 0 0	...	4
...	72	..	..	72	...	1,303	288	...	17	5	...	1,613	26 0 3	25 10 7	...	9
8	67	...	...	...	...	718	...	...	39	73	67	897	22 6 10	17 15 2	...	11
...	87	...	...	20	...	1,871	...	...	36	...	...	1,907	38 14 8	38 2 11	...	6
...	141	...	...	...	...	435	251	...	32	17	...	735	7 9 3	7 1 2	...	4
8	433	...	...	156	...	4,877	932	...	156	190	67	6,222	21 7 3	20 0 6	...	36
8	433	...	...	156	...	4,877	932	...	156	190	67	6,222	21 7 3	20 0 6	...	36
...	87	...	...	...	...	838	1,301	...	20	2	...	2,161	38 9 5	38 3 2	...	14
...	31	...	...	...	...	462	103	...	44	35	...	614	21 14 10	19 1 8	...	27
...	166	...	...	4	...	1,515	2,027	...	26	...	...	3,568	29 11 8	29 8 3	...	19
..	25	...	...	...	...	533	155	...	38	4	...	730	25 3 10	32 12 2	...	5
...	118	...	...	...	...	463	872	...	29	152	...	1,516	22 10 0	19 10 0	...	28
...	85	...	...	14	...	1,228	777	...	6	23	...	2,034	31 7 2	30 13 6	...	10
...	512	...	...	18	...	5,009	5,235	...	163	216	...	10,623	29 12 1	28 11 1	...	103
...	512	...	...	18	...	5,009	5,235	...	163	216	...	10,623	29 12 1	28 11 1	...	103
...	158	...	...	132	...	877	478	...	56	235	...	1,646	14 13 3	12 3 4	...	20
...	22	...	...	22	..	125	...	158	17	...	...	300	14 4 7	5 15 3	...	2
...	180	...	...	154	...	1,009	478	158	73	235	...	1,946	14 11 11	11 3 5	...	22
...	125	...	3	130	..	1,045	195	..	34	...	...	1,274	13 8 10	13 3 1	...	2
...	233	...	...	168	...	1,200	2,253	...	44	...	...	3,497	21 1 1	20 12 10	...	13
...	158	...	...	151	...	1,064	1,321	...	39	...	...	2,424	24 0 0	23 9 9	...	9
...	62	..	4	13	...	473	136	...	21	...	...	630	15 5 10	14 13 8	...	1
...	47	...	..	36	..	120	648	...	3	...	...	771	19 4 5	19 3 2	...	2
...	788	...	7	630	...	4,779	5,031	...	197	235	...	10,242	18 8 4	23 2 7	...	47
...	22	...	...	22	...	125	...	158	17	...	...	300	14 4 7	5 15 3	...	2
...	805	...	7	652	...	4,904	5,031	158	214	235	..	10,542	18 5 10	17 4 11	...	49
...	141	...	...	...	...	232	537	...	21	...	...	790	9 2 11	8 15 1	...	7
...	31	...	..	12	...	153	15	...	40	...	...	208	8 5 1	6 11 6		1
...	22	...	...	8	...	195	..	...	15	...	...	140	7 5 11	6 9 3	...	6
...	40	...	...	...	...	696	1,086	...	268	...	...	2 050	56 15 1	49 8 0	...	9
...	72	...	...	...	..	840	1,950	..	175	...	...	2,965	52 0 5	48 15 2	..	...
...	32	...	...	23	...	144	15	...	19	..	...	178	7 11 9	6 14 7	...	3
...	338	...	...	43	...	2,190	3,603	...	538	...	...	6,331	25 11 9	23 8 9	...	26
...	338	...	...	43	...	2,190	3,603	...	538	...	..	6,331	25 11 9	23 8 9	...	26

SUBSIDIARY

Statistical return of high and middle schools

Division.	District.	Name or class of institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1880. In high school.	In middle school.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1880. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
1	2	3	4	4a	4b	4c	5	6	7a	7b	7c	7d	7e
		Vernacular schools—(continued).											
BENARES.	Azamgarh ...	Government ...	22	...	169	169	165	164	...	...	149	20	...
	Mirzapur ...	Government ...	15	...	205	205	196	169	...	...	153	52	...
		Aided " ...	2	...	63	63	68	49	...	...	54	9	...
		Total ...	17	...	268	268	264	218	...	...	207	61	...
	Benares ...	Government ...	10	...	42	42	52	36	..	...	37	5	...
	Gházipur ...	Government ...	15	...	84	84	87	73	...	...	72	12	...
		Aided " ...	4	99	87	186	170	167	...	...	87	99	...
		Total ...	19	99	171	270	257	240	...	...	159	111	...
	Gorakhpur ...	Government ...	16	6	188	194	195	155	...	...	148	46	...
	Basti ...	Government ...	9	...	50	50	53	47	...	...	48	2	...
	Ballia ...	Government ...	11	...	38	38	40	54	...	...	38	...	...
		Total, Govt. schools ...	98	6	776	782	791	698	...	...	645	137	...
		Total, Aided schools ...	6	99	150	249	238	216	...	...	141	108	...
		GRAND TOTAL ...	104	105	926	1,031	1,029	914	...	...	786	245	..
JHÁNSI.	Jhánsi ...	Government ...	8	...	25	25	30	23	...	...	23	2	...
	Jalaun ...	Government ...	13	...	35	35	28	15	...	...	35	...	...
		Total, Govt. schools ...	21	...	60	60	58	38	...	...	58	2	...
		GRAND TOTAL ...	21	...	60	60	58	38	...	...	58	2	...
KUMAUN.	Kumaun ...	Government ...	8	...	22	22	25	18	...	...	22	...	...
	Garhwál ...	Government ..	7	...	17	17	15	10	...	...	17	...	...
	Tarái ...	Government ...	2	...	5	5	7	4	...	...	4	...	1
		Total, Govt. schools ...	17	...	44	44	47	32	...	...	43	...	1
		GRAND TOTAL ...	17	...	44	44	47	32	..	...	43	..	1
	N.-W. P.	GRAND TOTAL, GOVT. SCHOOLS ...	447	6	2,958	2,964	2,895	2,214	...	...	2,318	645	1
		GRAND TOTAL, AIDED SCHOOLS ...	7	99	172	271	261	237	...	...	144	127	...
	GREAT GRAND TOTAL, VERNACULAR SCHOOLS, N.-W. PROVINCES.		454	105	3,130	3,235	3,156	2,451	...	...	2,462	772	1
	GRAND TOTAL OF ENGLISH AND VERNACULAR SCHOOLS, N.-W. PROVINCES.		565	965	6,284	7,249	6,976	5,550	363	178	5,440	1,260	8

FORM No. 2.

(*English and Vernacular*), *for the official year* 1879-80—(continued).

Number of scholars on 31st March, 1880, learning						Expenditure.							Annual cost of educating each scholar.		Number passed.	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle school examination.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs. a p	Rs. a. p		
...	169	...	14	30	7	1,336	1,088	...	112	...	...	2,536	15 7 5	14 12 6	...	12
...	82	...	24	55	45	876	380	1,567	40	..	...	2,863	16 15 1	7 6 11	...	*3
...	43	...	...	8	12	150	21	27	58	...	196	452	9 3 7	3 7 10	...	...
...	125	...	24	63	57	1,026	401	1,594	98	...	196	3,315	15 3 4	6 10 8	...	3
...	42	...	...	16	...	252	594	...	20	...	..	866	24 0 10	23 8 0	...	10
...	84	...	...	6	...	424	354	...	30	...	...	808	11 1 1	10 10 6	...	14
...	96	...	52	69	47	1,140	...	...	298	600	585	2,623	15 11 4	6 13 2	...	...
...	177	...	52	75	47	1,564	354	...	328	600	585	3,431	14 4 9	7 15 10	...	14
...	188	...	17	45	16	2,024	1,099	...	57	...	...	3,180	20 8 3	20 2 4	...	24
...	50	...	5	20	...	732	515	...	31	..	...	1,278	27 3 1	26 8 6	...	12
...	38	...	...	4	...	115	199	...	...	...	...	314	5 13 0	5 13 0	...	2
...	653	...	60	176	68	5,759	4,229	1,567	290	...	...	11,845	16 15 5	14 4 11	...	77
...	136	...	52	77	59	1,290	21	27	356	600	781	3,075	14 3 9	6 1 1	...	...
...	789	...	112	253	127	7,049	4,250	1,594	646	600	781	14,920	16 5 2	12 5 9	...	77
...	25	...	...	...	...	806	240	...	18	...	...	1,064	46 4 2	45 7 8	...	12
...	35	...	...	...	...	430	668	...	20	...	...	1,118	74 8 6	73 3 2	..	3
...	60	...	...	...	...	1,236	908	...	38	...	..	2,182	57 6 9	56 6 9	...	15
...	60	...	...	...	...	1,236	908	...	38	...	...	2,182	57 6 9	56 6 9	...	15
...	22	...	...	...	...	194	12	...	...	...	...	206	11 7 1	11 7 1	...	...
...	17	...	...	...	...	32	11	...	...	...	...	43	4 4 10	4 4 10	...	...
...	3	...	...	2	...	18	8	...	2	...	...	28	6 8 0	6 8 0	...	..
...	42	...	...	2	...	244	31	...	2	..	...	277	8 10 6	8 9 6	...	...
...	42	...	...	2	...	244	31	...	2	...	...	277	8 10 6	8 9 6	...	...
8	2,821	...	67	1,025	68	24,094	19,969	1,567	1,884	641	67	47,722	21 8 10	19 14 5	...	304
...	158	...	52	99	59	1,415	21	185	373	600	781	3,375	14 3 10	6 0 11	...	2
8	2,979	...	119	1,124	127	25,509	19,990	1,752	1,757	1,241	848	51,097	20 0 5	18 9 0	...	306
3,992	4,639	239	149	2,947	701	2,12,317	21,123	8,571	40,107	10,671	70,590	3,63,379	65 7 7	42 1 0	195	465

*43 Passed special examination.

SUBSIDIARY

Statistical return of high and middle schools

Division.	District.	Name or class of institutions.	Number of institutions	Number of scholars on the rolls on 31st March, 1880. In high school	In middle school.	Total.	Average number on the rolls during the year.	Average daily attendance	Classification according to race or creed of the scholars on 31st March, 1880. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
1	2	3	4	4a	4b	4c	5	6	7a	7b	7c	7d	7e
		Vernacular schools—(concluded).											
Lucknow.	Lucknow ...	Government ...	4	...	38	38	39	34	...	...	19	19	...
	Unao ...	Government ...	8	...	89	89	100	77	...	...	68	21	...
	Bara Banki ...	Government ...	5	...	41	41	61	45	...	...	34	7	...
Sitapur.	Sitapur ...	Government ...	8	...	78	78	79	62	...	...	57	21	...
	Hardoi ...	Government ...	8	...	105	105	144	113	...	...	73	31	1
	Kheri ...	Government ...	5	...	37	37	48	40	...	...	30	7	...
Fyzabad.	Fyzabad ...	Government ...	4	...	37	37	48	40	...	...	16	21	...
	Bahraich ...	Government ...	2	...	35	35	39	31	...	...	16	19	...
	Gonda ...	Government ...	3	...	64	64	63	56	...	...	56	8	...
Rae Bareli.	Rae Bareli ...	Government ...	2	...	24	24	23	19	..	...	23	1	...
	Sultanpur ...	Government ...	2	...	33	33	24	19	...	...	22	11	...
	Partabgarh ...	Government ...	2	...	38	38	40	29	...	...	25	13	...
	GRAND TOTAL, VERNACULAR GOVT SCHOOLS, OUDH		53	..	619	619	708	565	...	...	439	179	1
	GREAT GRAND TOTAL, ENGLISH AND VERNACULAR SCHOOLS, OUDH		92	440	1,826	2,266	2,335	1,922	173	16	1,592	482	3
	GRAND TOTAL OF ENGLISH AND VERNACULAR SCHOOLS, N.-W. P AND OUDH		657	1,405	8,110	9,515	9,811	7,472	536	194	7,032	1,742	11

FORM No. 2.

(*English and Vernacular*), *for the official year* 1879-80—(concluded).

Number of scholars on 31st March, 1880, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed*	
English.	Vernacular	Latin.	Arabic.	Persian.	Sanskrit	Grants from provincial revenues.	Local rates or cesses	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost	Cost to Government.	Matriculation or equivalent examination.	Middle school examination.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs. a. p	Rs a p.		
...	51	...	...	38	...	1,084	263	...	60	270	...	1,677	49 5 4	39 10 3	...	4
...	149	...	...	61	...	2,907	24	...	199	...	270	3,400	44 2 5	38 1 1	...	8
...	61	...	9	27	...	2,596	404	...	131	...	7	3,138	69 11 7	66 10 9	...	3
...	123	...	...	66	2	1,670	635	...	137	...	86	2,528	40 12 4	37 2 10	...	3
...	133	...	...	74	...	2,038	2,453	...	424	...	...	4,915	43 8 0	39 11 11	...	2
...	40	...	...	35	2	1,582	311	...	110	...	72	2,075	51 14 0	47 5 2	...	...
...	45	...	...	36	...	2,159	...	...	131	13	...	2,303	57 9 4	53 15 5	...	1
...	47	...	...	30	...	539	...	...	32	...	...	571	18 6 9	17 6 4	...	8
...	67	...	...	62	...	1,088	177	...	118	...	5	1,388	24 13 7	22 9 4	...	3
...	30	...	...	16	...	540	...	...	27	...	...	567	29 13 8	28 6 6	...	6
...	41	...	...	24	...	410	17	...	23	...	...	450	23 10 4	32 7 2	...	2
...	38	...	...	12	3	234	48	...	27	...	...	309	10 10 5	9 1[illegible] 7	...	1
...	825	...	9	481	7	16,847	4,332	...	1,419	283	440	23,321	41 4 4	37 7 9	...	36
1,614	2,069	159	43	1,429	57	75,332	4,562	18,354	17,087	295	4,041	1,19,671	62 4 2	41 9 1	47	79
5,606	6,708	398	192	4,376	758	2,87,649	25,685	26,925	57,194	10,966	74,631	4,83,050	64 10 4	41 14 11	152	[a]544

[a] 9 passed M. C. Vernacular examination from English schools.

R. GRIFFITH.

Director of Public Instruction, N.-W. Provinces and Oudh.

SUBSIDIARY FORM No. 3.

Statistical return of female high and middle Schools (English and Vernacular) for the official year, 1879-80

District.	Name or class of institutions	Number of institutions.	Number of scholars on the rolls on 31st March, 1880.			Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1880			Number of scholars on 31st March, 1880, learning				Expenditure.						Annual cost of educating each scholar		Number passed.		Remarks
			In high school.	In middle school	Total.			Europeans and Eurasians.	Native Christians	Others	English.	Vernacular.	Latin.	Persian	Grants from provincial revenues.	Endowments.	Fees	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination	Middle school examination.	
1	2	3	4a	4b	4	5	6	7a	7b	7c	8a	8b	8c	8d	9a	9b	9c	9d	9e	9	10	11	12	13	14
	English Schools														Rs	Rs	Rs.	Rs	Rs.	Rs	Rs. a p.	Rs. a. p			
Dehra Dun ...	Aided ...	4	43	58	101	99	92	56	45	...	101	48	...	17	2,640	..	1,814	24	7,230	11,708	127 4 2	28 11 1	..	...	
Agra ...	Ditto ..	1	...	23	23	54	53	23	...	...	23	..	...	...	900	..	324	...	576	1,800	33 15 4	16 15	..	2	
Bareilly	Ditto	1	...	33	33	35	35	...	33	...	33	33	..	33	600	...	...	...	1,357	1,957	55 14 7	17 2 3	...	..	
Cawnpore ..	Ditto ...	2	16	19	35	45	41	33	2	..	35	31	3		545	..	2,288	.	961	3,794	93 8 7	13 4 8	1	6	

Allahabad ...	Ditto ...	4	47	99	146	202	122	146	...	...	146	...	7	...	4,980	...	8,908	...	...	13,988	108	14	8	35	14	5	9	21
Benares ...	Ditto ...	1	...	22	22	22	22	...	22	...	16	22	...	...	100	...	...	...	176	276	12	8	9	4	8	3	...	...
Kumaun ...	Ditto ...	2	10	25	35	29	28	35	...	...	35	...	...	...	1,880	...	1,680	...	...	3,560	127	2	3	67	2	3	...	...
Grand Total of female high and middle schools (English) for N.-W. P., ...		15	116	279	395	486	393	293	102	...	389	134	10	50	11,045	...	15,014	24	10,300	36,383	92	9	3	28	1	8	10	31
Lucknow ...	Aided ..	2	...	25	25	24	21	18	7	...	25	20	1	3	935	467	238	...	565	2,205	105	0	0	44	8	4	...	...
Grand Total of high and middle schools, N.-W. P. and Oudh ...		17	116	304	420	510	414	311	109	...	414	154	11	53	11,980	467	15,252	24	10,865	38,588	93	3	3	28	14	11	10	31
Vernacular Schools.																												
Nil		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			...			...	...

R. GRIFFITH,

Director of Public Instruction, N.-W. P. and Oudh.

SUBSIDIARY

Statistical return of primary schools (English and

Division	District.	Name or class of institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1880. In upper division	In lower division	Total.	Average number on the rolls during the year.	Average daily attendance	Classification according to race or creed of the scholars on 31st March, 1880. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
		ENGLISH SCHOOLS.											
MEERUT DIVISION	Dehra Dún ...	Aided	2	69	48	117	118	82	16	4	86	11	...
	Saháranpur ...	Government ...	2	40	57	97	96	88	...	...	65	32	...
		Aided	4	103	79	182	202	161	18	42	90	32	...
		Total ...	6	143	136	279	298	249	18	42	155	64	...
	Muzaffarnagar ...	Government ...	3	42	78	120	106	93	...	...	96	24	...
	Meerut ...	Government ...	2	97	77	174	180	145	...	...	141	33	...
		Aided	2	41	210	251	262	213	17	16	113	105	...
		Total ...	4	138	287	425	442	358	17	16	254	138	...
	Bulandshahr ...	Government ...	1	31	18	49	57	38	...	...	39	10	...
	Aligarh ...	Government ...	2	60	62	122	137	102	...	3	93	25	1
		Aided	3	91	36	127	137	96	15	1	57	54	...
		Total ...	5	151	98	249	274	198	15	4	150	79	1
		Total, Govt. Schools ...	10	270	292	562	576	466	...	3	434	124	1
		Do., Aided do. ...	11	304	373	677	719	552	66	63	346	202	...
		GRAND TOTAL ...	21	574	665	1,239	1,295	1,018	66	66	780	326	1
AGRA DIVISION.	Muttra ...	Government ...	1	103	...	103	104	80	...	1	98	4	...
		Unaided	2	8	63	71	68	61	...	1	60	10	...
		Total ...	3	111	63	174	172	141	...	2	158	14	...
	Agra	Government ...	1	94	207	301	334	267	...	...	219	82	...
		Aided	11	298	1,000	1,298*	1,185	940	162	223	690	223	...
		Unaided	1	4	12	16	15	13	...	...	10	6	...
		Total ...	13	396	1,219	1,615	1,534	1,220	162	223	919	311	...
	Farukhabad ...	Government ...	1	61	...	61	66	52	...	1	55	5	...
		Aided	2	45	82	127†	111	95	17	2	89	19	...
		Unaided	1	6	24	30	35	26	...	...	28	1	1
		Total ...	4	112	106	218	212	173	17	3	172	25	1
	Mainpuri ...	Government ...	1	77	...	77	77	54	...	...	74	3	...
	Etáwah ...	Government ...	1	138	...	138	144	128	...	1	131	6	...
	Etah	Government ...	1	48	...	48	59	36	...	...	38	10	...
		Unaided	3	12	62	74	75	61	...	...	59	15	...
		Total ...	4	60	62	122	134	97	...	...	97	25	...
		Total, Govt. Schools ...	6	521	207	728	784	617	...	3	615	110	...
		Do, Aided do ...	13	343	1,082	1,425	1,296	1,035	179	225	779	242	...
		Do., Unaided do. ...	7	30	161	191	193	161	...	1	157	32	1
		GRAND TOTAL ...	26	894	1,450	2,344	2,273	1,813	179	229	1,551	384	1
ROHILKHAND DIVISION—(concld.)	Bijnor ...	Government ...	1	20	57	77	85	63	...	..	56	21	...
	Moradabad ...	Government ...	2	17	113	130	143	104	...	...	80	50	...
		Aided	2	81	119	200	211	178	...	39	115	46	...
		Unaided	1	28	38	66	64	51	...	3	57	6	...
		Total ...	5	126	270	396	418	333	...	42	252	102	...
	Budaun ...	Government ...	2	18	87	105	93	74	...	...	75	30	...
	Bareilly ...	Government ...	1	20	96	116	83	77	...	...	92	20	4
		Aided	2	23	153	176	163	144	...	7	116	53	...
		Total ...	3	43	249	292	246	221	...	7	208	73	4

* Boys 1,284, girls 14. † Boys 115, girls 12

FORM No. 4.

Vernacular) for boys, for the official year 1879-80.

Number of scholars on 31st March, 1880, learning						Expenditure.							Annual cost of educating each scholar.		Number passed.	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants	Other sources	Total.	Total cost.	Cost to Government.	Upper division.	Lower division.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs	Rs a. p.	Rs. a. p.		
117	85	...	...	31	1	1,157	...	...	1,798	...	123	3,048	37 2 9	13 11 11	...	...
97	76	...	...	...	...	990	...	...	110	301	21	1,422	16 2 6	11 4 0	19	15
137	123	...	...	71	...	1,633	...	...	465	365	2,258	4,621	28 11 2	10 2 3	21	36
234	199	...	...	71	...	2 623	..	...	575	566	2,279	6,043	24 4 4	10 8 6	40	51
120	87	...	...	...	...	947	...	...	111	314	409	1,781	19 2 4	10 2 11	23	41
174	168	...	...	...	...	1,133	...	...	238	179	48	1 598	11 0 4	7 13 0	24	33
251	198	...	...	37	...	1,040	...	...	614	85	2,255	3,994	18 12 0	4 14 1	8	8
425	366	...	...	37	...	2,173	...	...	852	264	2 303	5,592	15 9 11	6 1 1	32	41
49	49	...	...	...	...	1,145	...	208	91	212	...	1,656	43 9 3	30 2 1	5	8
122	93	...	...	...	...	832	...	133	211	533	16	1,725	16 14 6	8 2 6	18	17
124	51	...	13	48	...	1,059	...	...	610	928	1,837	4 434	46 3 0	11 0 6	17	15
246	144	...	13	48	...	1,891	...	133	821	1 461	1,853	6,159	31 1 8	9 8 10	35	32
562	473	...	...	...	...	5,047	...	341	761	1,539	494	8,182	17 11 11	10 13 3	89	114
629	457	...	13	187	1	4,859	...	...	3,487	1,278	6,473	16,097	29 2 7	8 12 10	46	59
1,191	930	...	13	187	1	9 906	...	341	4,248	2,817	6,967	24,279	23 13 7	9 11 8	135	173
103	103	...	...	...	...	1,169	...	...	370	491	...	1,960	24 8 0	14 9 9	14	...
71	71	...	...	...	...	...	...	...	114	720	276	1,110	18 3 2	...	3	6
174	174	...	...	...	...	1,169	...	...	484	1,141	276	3,070	21 12 4	8 4 8	17	6
301	209	...	...	92	...	5,080	...	...	1,882	147	...	7,109	26 10 0	19 0 5	59	139
1,172	979	...	...	225	58	10,550	...	85	4,396	586	9,375	24,992	26 9 5	11 3 6	107	129
16	12	...	...	...	...	...	...	587	8	222	..	817	62 13 6	...	...	2
1,489	1,200	..	...	317	58	15,630	...	672	6,286	955	9 375	32,918	26 15 9	12 12 11	166	270
61	61	...	...	...	...	1,041	...	...	157	..	40	1,238	23 12 11	20 0 3	14	...
127	...	...	...	110	...	1,100	...	...	271	600	707	2,678	28 3 0	11 9 3	11	18
30	30	..	...	...	...	...	...	...	32	...	196	228	8 12 4	...	...	...
218	91	...	...	110	...	2,141	..	...	460	600	943	4,144	23 15 3	12 6 0	25	18
77	77	...	...	..	...	865	217	...	54	71	...	1,207	22 5 8	20 0 7	11	...
188	138	...	...	...	...	2,549	178	24	296	123	...	3,170	24 11 0	21 4 10	20	...
48	48	...	...	...	...	1,088	138	...	64	150	60	1,500	41 10 8	34 0 10	7	...
74	45	...	...	...	...	...	...	...	79	1,028	120	1,227	20 1 10	...	3	5
122	93	...	...	...	...	1,088	138	...	143	1,178	180	2,727	28 1 10	34 0 10	10	5
728	636	...	...	92	...	11,792	533	24	2 823	912	100	16,184	26 3 8	19 15 7	125	139
1,299	979	...	...	335	58	11,650	...	85	4,667	1,186	10,082	27,670	26 11 9	11 4 1	118	147
191	158	..	...	...	...	...	...	587	233	1,970	592	3,382	21 0 1	..	6	13
2,218	1,773	...	...	427	58	23,442	533	696	7,723	4,068	10,774	47,236	26 0 10	13 3 7	249	299
77	77	...	...	...	...	981	...	61	218	239	..	1,499	23 12 8	15 9 1	8	11
130	130	...	...	10	...	826	...	734	247	1,224	...	3,03	29 2 3	7 15 0	17	13
133	200	...	...	88	...	804	...	...	152	...	1,048	2,004	11 4 1	4 8 3	17	52
44	66	...	...	...	...	...	...	...	84	120	96	300	5 11 1	...	7	14
307	396	...	...	98	..	1,630	...	734	483	1,344	1,144	5,335	16 0 4	4 14 8	41	73
105	105	...	...	36	...	1 000	...	...	217	700	...	1,917	25 14 5	13 8 2	6	13
116	83	...	...	33	...	2,424	102	...	54	108	58	2 746	35 10 7	32 12 11	13	13
176	176	...	...	...	...	1,440	.	...	302	1 620	134	3,496	24 4 5	10 0 0	20	18
292	259	...	...	33	...	3,864	102	...	356	1,728	192	6,242	28 3 10	17 15 2	33	31

SUBSIDIARY

Statistical return of primary schools (English and Verna-

Division.	District.	Name or class of institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1880. In upper division	In lower division	Total.	Average number on the rolls during the year	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1880. Europeans and Eurasians.	Native Christians	Hindus	Muhammadans.	Others.
1		2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Rohilkhand Division—(concluded)	Shahjahánpur ...	Government ...	1	10	54	64	60	46	...	...	42	22	...
		Aided	1	31	186	217	198	160	4	213	...	...	...
		Total ...	2	41	240	281	258	206	4	213	42	22	...
	Pilibhít ...	Government ...	1	67	142	209	209	168	...	1	111	97	...
		Total, Govt Schools ...	8	152	549	701	673	532	...	1	456	240	4
		Do., Aided do ...	5	135	458	598	572	482	4	259	231	99	...
		Do, Unaided do. ...	1	28	38	66	64	51	...	3	57	6	...
		Grand Total ...	14	315	1,045	1,360	1,309	1,065	4	263	744	345	4
Allahabad Division.	Cawnpore ...	Government ...	1	44	66	110	119	91	...	...	102	8	...
		Aided	5	94	169	263	264	206	91	5	158	7	2
		Total ...	6	138	235	373	383	297	91	5	260	15	2
	Fatehpur ...	Government ...	1	33	41	74	80	58	...	...	57	14	3
	Bánda ...	Government ...	1	25	15	40	51	46	...	...	27	13	...
	Hamírpur ...	Government ...	1	17	36	53	62	37	...	...	37	16	...
	Allahabad ...	Government ...	1	132	90	222	209	172	...	1	162	59	...
		Aided	8	118	315	433	424	335	140	64	203	26	...
		Total ...	9	250	405	655	633	507	140	65	365	85	...
	Jaunpur ...	Government ...	1	34	55	89	77	66	...	...	56	33	...
		Aided	1	55	85	140	122	87	4	2	111	23	...
		Total ...	2	89	140	229	199	153	4	2	167	56	...
		Total, Govt Schools ...	6	285	303	588	598	470	...	1	441	143	3
		Do., Aided do ...	14	267	569	836	810	628	235	71	472	56	2
		Grand Total ...	20	552	872	1,424	1,408	1,098	235	72	913	199	5
Benares Division.	Azamgarh ...	Aided	1	31	98	129	107	80	1	4	83	41	...
	Mirzapur ...	Government ...	1	19	49	68	66	53	...	...	64	4	...
		Aided	2	57	124	181	197	147	...	7	126	48	...
		Unaided	1	13	15	28	28	24	...	...	28	...	...
		Total ...	4	89	188	277	291	224	...	7	218	52	...
	Benares ...	Government ...	1	50	135	185	160	140	2	1	144	38	...
		Aided	7	309	756	1,065	997	753	18	69	789	189	...
		Total ...	8	359	891	1,250	1,157	893	20	70	933	227	...
	Gházipur ...	Aided	3	152	126	278	297	244	...	35	179	63	1
		Unaided	1	13	15	28	25	22	...	...	22	6	...
		Total ...	4	165	141	306	322	266	...	35	201	69	1
	Gorakhpur ...	Aided	1	120	110	230	228	195	...	53	144	32	1
		Unaided	1	4	22	26	26	16	...	...	26	...	...
		Total ...	2	124	132	256	254	211	...	53	170	32	1
	Basti	Aided	2	43	102	145	143	108	...	1	123	21	...
	Ballia	Aided	1	40	67	107	105	86	...	...	89	18	...
		Total, Govt. Schools ...	2	69	184	253	226	193	2	1	208	42	...
		Do., Aided do. ...	17	754	1,383	2,135	2,074	1,613	19	169	1,533	412	2
		Do., Unaided do. ...	3	30	52	82	79	62	...	...	76	6	...
		Grand Total ...	22	851	1,619	2,470	2,379	1,868	21	170	1,817	460	2

FORM No. 4.

cular) for boys, for the official year 1879-80—(continued.)

Number of scholars on 31st March, 1880, learning						*Expenditure*							*Annual cost of educating each scholar.*		*Number passed.*	
English	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper division.	Lower division.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs	Rs	Rs.	Rs	Rs. a. p	Rs. a. p		
64	64	...	...	...	...	1,288	...	...	192	284	...	1,764	38 5 6	28 0 0	10	10
131	217	...	...	...	...	1,620	...	...	...	...	2,140	3,760	23 8 0	10 2 0	6	18
195	281	...	...	...	...	2,908	...	...	192	284	2,140	5,524	26 13 11	14 1 10	16	28
66	116	...	16	66	14	...	...	..	30	2,905	...	2,935	17 7 6	...	...	...
558	575	...	16	145	14	6,519	102	795	958	5 460	58	13,892	26 1 6	12 7 2	54	60
440	593	...	...	88	...	3,564	...	...	454	1,620	3,322	9 260	19 3 4	8 0 3	43	88
44	66	...	...	...	...	...	...	...	84	120	96	300	5 14 1	...	7	14
1,042	1,234	...	16	233	14	10,383	102	795	1,496	7,200	3,476	23,452	22 0 3	9 13 6	104	162
110	70	...	4	30	6	1,648	...	9	253	...	17	1,927	21 2 9	8 1 9	23	11
263	208	...	...	...	..	2,124	...	...	2,223	240	4,374	8,961	43 8 0	10 4 11	5	23
373	278	...	4	30	6	3,772	...	9	2,476	240	4,391	10,888	36 10 6	12 11 2	28	34
74	74	...	...	...	...	2,370	...	...	140	...	...	2,510	41 14 2	40 13 9	9	7
40	36	...	...	...	4	1,464	...	...	108	...	...	1,572	34 2 9	31 13 2	8	10
53	53	...	...	...	...	2,236	...	...	73	...	..	2,309	62 6 5	60 6 11	2	7
222	147	...	...	49	26	564	...	...	903	436	...	1,903	11 1 0	3 4 5	23	24
433	368	27	...	...	...	4,685	...	...	2,990	148	2,602	10,425	31 1 10	13 15 9	36	111
655	515	27	...	49	26	5,249	...	...	3,893	584	2,602	12,328	24 5 0	10 5 7	59	135
89	4	...	...	76	9	810	...	...	79	...	136	1,025	15 8 5	12 4 4	10	6
140	48	...	...	91	1	913	...	954	101	...	84	2,112	24 4 4	10 7 10	6	16
229	52	...	...	167	10	1,723	...	954	240	...	220	3,137	20 8 0	11 4 2	16	22
588	384	...	4	155	45	9,092	...	9	1,556	436	153	11,246	23 14 10	19 5 6	75	65
836	624	27	...	91	1	7,722	...	954	5,374	388	7,060	21,498	29 8 5	10 9 8	47	150
1,424	1,008	27	4	246	46	16,814	...	963	6,930	824	7,213	32,744	27 5 3	14 0 6	122	215
129	1	..	...	124	4	600	...	...	188	40	430	1,258	15 9 1	7 8 0	18	34
68	51	..	2	15	...	1,823	...	...	363	...	...	2,186	42 0 7	34 6 4	4	6
123	173	...	...	...	...	1,800	...	...	231	...	1,955	3,986	27 1 10	12 3 11	...	57
28	6	...	...	22	...	...	...	320	108	...	8	436	18 2 9	...	...	...
219	230	...	2	37	...	3,623	...	320	702	...	1,963	6,608	29 8 0	16 2 9	4	63
185	135	...	...	29	21	562	...	....	1,094	...	...	1,656	11 13 3	4 0 2	44	24
700	874	...	...	265	57	4,490	...	437	1,726	467	3,562	10,682	14 2 11	5 15 4	96	205
885	969	...	...	234	78	5,052	...	437	2,820	467	3,562	12,338	13 13 0	5 10 6	140	229
278	212	...	1	96	...	1,065	...	...	441	203	661	2,373	9 11 7	4 5 10	32	39
28	28	...	..	...	...	...	100	...	20	...	...	120	5 7 3	4 8 9	5	4
306	240	...	1	96	...	1 065	100	...	464	203	661	2,493	9 5 11	4 6 1	37	43
120	203	...	...	27	...	750	...	...	265	...	463	1,478	7 9 3	3 13 6	52	10
26	...	...	...	...	...	...	...	300	36	...	...	836	21 0 0	...	...	...
146	203	...	...	27	...	750	...	300	301	...	463	1,814	8 9 6	3 8 10	52	10
145	145	...	...	32	...	556	..	...	131	...	766	1,453	13 7 3	5 2 4	...	...
107	107	...	...	...	...	264	252	180	255	47	...	998	11 9 8	6 0 0	...	...
253	186	...	2	44	21	2,385	..	...	1,457	...	...	3,842	19 14 6	12 5 8	48	30
1,602	1,676	...	1	484	61	9,525	252	617	3,240	757	7,837	22,228	13 12 5	6 1 0	198	345
82	34	...	...	22	...	...	100	620	164	...	8	892	14 6 2	1 9 10	5	4
1,937	1,895	...	3	550	82	11,910	352	1,237	4,861	757	7,845	26 962	14 6 11	6 9 0	251	379

* Inspector shows it as an Unaided school.

SUBSIDIARY

Statistical return of primary schools (English and

Division.	District	Name or class of institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1880. In upper division	In lower division.	Total.	Average number on the rolls during the year.	Average daily attendance	Classification according to race or creed of the scholars on 31st March, 1880 Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Jhánsi Division.	Jhánsi	Government ...	1	6	40	46	42	33	...	...	30	15	1
		Unaided	1	...	25	25	25	20	...	...	24	1	...
		Total .	2	6	65	71	67	53	...	...	54	16	1
	Jalaun	Government ...	2	22	59	81	90	62	...	...	58	23	...
	Lalitpur ...	Government ..	1	7	31	38	35	27	...	...	22	9	7
		Total, Govt Schools ...	4	35	130	165	167	122	...	...	110	47	8
		Do., Unaided do ...	1	...	25	25	25	20	...	...	24	1	...
		GRAND TOTAL ..	5	35	155	190	192	142	...	...	134	48	8
Kumaun Division.	Kumaun ...	Aided ...	1	15	10	25	19	17	25	...	...	...	...
	Garhwál ...	Aided ...	1	11	67	78	75	52	...	12	64	1	1
		Total aided schools ...	2	26	77	103	94	69	25	12	64	1	1
		Grand Total ...	2	26	77	103	94	69	25	12	64	1	1
	N-W. P	Grand Total of Government schools,	36	1,332	1,665	2,997	3,024	2,400	2	9	2,264	706	16
		Ditto of Aided schools,	62	1,827	3,942	5,769	5,565	4,379	528	799	3,425	1,012	5
		Ditto of Unaided schools,	12	88	276	364	361	294		4	314	45	1
	GREAT GRAND TOTAL, ENGLISH SCHOOLS, N-W P		110	3,247	5,883	9,130	8,950	7,073	530	812	6,003	1,763	22
Lucknow Division.	Lucknow ...	Aided ...	8	119	738	857	741	577	9	5	632	204	7
		Unaided ...	3	77	103	180	173	121	75	38	50	17	...
		Total ...	11	196	841	1 037	914	698	84	43	682	221	7
	Unao ...	Government ..	1	15	35	50	61	47	...	1	29	20	...
	Bara Banki ...	Government ...	3	22	132	154	166	134	...	...	130	24	...
Sitapur Division.	Sitapur ...	Government ...	1	18	46	64	47	38	...	...	49	15	...
		Aided ..	2	24	133	157	169	133	...	...	106	51	..
		Total ...	3	42	179	221	216	171	...	...	155	66	...
	Hardoi ...	Government ...	1	16	32	48	40	33	...	...	30	18	...
	Kheri ...	Government ...	1	14	17	31	23	20	...	.	29	2	...
		Aided ...	1	...	38	38	30	16	...	38	...	...	...
		Total ...	2	14	55	69	53	36	...	38	29	2	...
Fyzabad Division.	Fyzabad ...	Government ...	5	95	274	369	351	303	2	1	241	122	3
	Bahraich ...	Government ...	4	15	225	240	203	159	...	1	139	100	...
		Unaided ...	1	8	37	45	40	27	...	...	29	16	...
		Total ...	5	23	262	285	243	186	...	1	168	116	..
	Gonda ..	Government ...	1	26	16	42	22	20	...	...	33	9	...
		Aided ...	2	45	150	195	204	141	...	...	160	35	...
		Total ..	3	71	166	237	226	161	...	...	193	44	...
Rae Bareli Division.	Rae Bareli ..	Government ...	3	35	114	149	120	98	...	...	67	82	...
	Sultanpur ..	Government ...	1	10	44	54	51	38	...	2	43	9	...
	Partabgarh ...	Government ...	1	15	35	50	37	31	...	3	40	7	...
	OUDH	Grand Total of Govt. Schools ...	22	281	970	1 251	1,121	921	2	8	830	408	3
		Ditto of Aided do. ...	13	188	1,059	1,247	1,144	867	9	43	898	290	7
		Ditto of Unaided do. ...	4	85	140	225	213	148	78	38	79	33	...
	Great Grand Total, English Schools, Oudh,		39	554	2,169	2 723	2,478	1,936	86	89	1,807	731	10
	GRAND TOTAL OF ENGLISH SCHOOLS, N-W P & O,		149	3,801	8,052	11,853	11,428	9,009	616	901	7,810	2,494	32

FORM No. 4.

Vernacular) for boys for the official year 1879-80.—(continued).

Number of scholars on 31st March, 1880, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grant from provincial revenues	Local rates or cesses.	Endowments	Fees.	Municipal grants	Other sources	Total.	Total cost.	Cost to Government.	Upper division	Lower division
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs	Rs	Rs	Rs	Rs	Rs.	Rs	Rs. a. p.	Rs. a. p		
37	17	...	...	29	...	896	...	...	97	...	23	1,016	30 12 7	27 2 5	3	2
25	...	...	...	...	...		...	...	...	...	262	262	13 1 7	...	...	...
62	17	..	...	29		896	...	...	97	...	285	1 278	24 1 10	16 14 6	3	2
81	75	...		..	...	1,328	...	...	154	779	...	2,261	35 8 0	21 6 9	3	3
38	38	...	...	...	...	726	...	...	29	...	...	755	27 15 5	26 14 3	1	4
156	130	...	...	29	..	2,950	...	...	280	779	23	4,032	33 0 9	24 2 10	7	9
25	...	...	...	...	...	...	...	..	...	...	262	262	13 1 7	...	...	...
181	130	...	..	29	-	2,950	...	...	280	779	285	4,294	30 3 10	20 12 4	7	9
25	...	...	...	...	..	1,936	..	...	1 020	...	729	3,685	216 12 3	1'3 14 1	10	..
37	78	...	...	...	41	1,100	...	...	114	..	871	2,085	40 1 6	21 2 6	5	3
62	78		.	..	41	3,036	..	...	1,134	...	1,600	5.770	83 10 0	41 6 6	15	3
62	78	...	...	...	41	3 036	...	..	1,134	...	1,600	5,770	83 10 0	41 6 6	15	3
2,845	2,384	...	22	465	80	37,785	635	1,169	7,835	9 126	828	57,378	23 14 6	16 0 1	398	417
4,868	4,405	27	14	1,185	162	40 656	252	1,656	18,356	5,229	36 374	1,02,523.	23 6 7	9 5 6	467	792
342	258	...	...	22	...	..	100	1,207	481	2,090	958	4,836	16 7 2	0 5 5	18	31
8,055	7,048	27	36	1,672	242	78,441	987	4,032	26,672	16 445	38,160	1,64 737	23 4 7	11 3 8	883	1,240
658	839	...	9	197	6	3,360	...	918	1,571	...	1,485	7,354	12 11 11	5 13 8	...	...
130	220	31	...	5	...	.	...	644	721	...	783	2,148	17 2 0	...	...	...
788	1,059	31	9	202	6	3,380	...	1,562	2,292	...	2 268	9,502	13 9 9	4 13 5	...	...
50		...	...	50	...	385	...	...	202	.	...	587	12 7 10	8 2 11	...	...
61	154	..	...	35	...	556	...	...	252	240	...	1,048	7 13 2	4 2 5	...	...
64	47	...	.	17	...	525	...	...	172	...	106	803	21 2 0	13 12 8	...	...
19	128	...	14	41	8	889	...	...	84	48	1,055	2,076	15 9 8	6 11 0	...	...
83	173	...	1 4	58	8	1 414	...	...	286	48	1 161	2,879	16 13 4	18 4 3	...	...
48	16	...	...	32	...	359	...	...	147	...	..	506	15 5 6	10 14 3	...	...
31	31	...	...	14	...	326	...	...	87	...	83	498	24 14 3	16 6 2	...	...
12	76	...	...	...	...	90	...	...	...	...	150	240	15 0 0	5 10 0	...	...
43	107	...	...	14	...	418	...	...	87	...	233	738	20 7 11	11 9 8	...	...
130	360	..	...	...	...	829	241	..	506	480	...	2,056	6 12 7	3 8 6	...	...
109	240	...	...	20	..	418	...	...	2 3	360	3	984	6 3 6	2 10 1	...	...
7	45	...	..	22	...	...	..	..	...	...	318	318	11 12 5	...	...	...
116	285	..	...	42	...	418	...	...	203	360	321	1,302	7 0 1	2 3 11	...	...
42	17	...	...	25	...	163	...	27	84	...	...	274	13 11 2	8 2 4	..	...
27	185	...	...	10	...	576	...	...	48	...	773	1,397	9 14 7	4 1 4	...	...
69	202	...	..	35	...	739	...	27	132	...	773	1,671	10 6 1	4 9 5	...	...
103	129	...	..	103	..	653	...	...	165	240	...	1,058	10 12 9	6 10 8		...
54	64	...	...	30	...	421	...	...	138	...	120	679	17 13 8	11 1 3	...	...
32	18	...	...	32	...	169	80		156	...	120	525	16 14 0	8 0 6	.	...
724	1,085	..	...	358	...	4,806	321	27	2,112	1,320	432	9,018	9 12 8	5 9 1	...	...
716	1,2 26	...	23	248	14	4,935	...	918	1,703	48	3,463	11,067	12 12 2	5 11 1	..	...
137	265	31	...	27	...	...	...	644	721		1,101	2,166	16 10 7		...	...
1,577	2,576	31	23	633	14	9,741	321	1 589	4 536	1,368	4,996	22,551	11 10 4	5 3 2	...	...
9,632	9,624	58	59	2,305	256	88,182	1,308	5,621	31,208	17,813	43,156	1,87,288	20 12 7	9 14 4	883	1,240

SUBSIDIARY

Statistical return of primary schools (English and

Division.	District.	Name or class of institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1880. In upper division.	In lower division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1880. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
		VERNACULAR SCHOOLS.											
MEERUT DIVISION.	Dehra Dún ...	Government ...	14	73	324	397	403	300	...	6	344	47	...
		Aided	1	93	29	122	120	105	...	121	1	...	...
		Total ...	15	66	358	519	523	405	...	127	345	47	...
	Saháranpur ...	Government ...	130	616	3,590	4,206	3,715	2,646	...	...	2,466	1,740	...
		Aided	2	20	51	71	67	60	...	71	..	...	...
		Total ...	132	636	3 641	4 277	3,782	2,706	...	71	2,466	1,740	...
	Muzaffarnagar ...	Government ...	120	713	2,988	3,701	3,700	2,545	...	...	2,899	1,302	...
	Meerut ...	Government ...	206	838	5,075	5,913	5,937	4,192	...	...	4 577	1 336	...
	Bulandshahr ...	Government ...	113	817	2,992	3,809	4,074	2,863	...	...	3,190	619	...
		Aided	1	...	30	30	54	30	...	...	19	11	...
		Total ...	114	817	3,022	3,839	4,128	2,863	...	...	3,209	630	...
	Aligarh ...	Government ...	180	949	3,993	4,846	5 448	3,324	...	...	3 266	1,580	...
		Total, Govt schools ..	773	4,000	18,872	22,872	23,277	15,840	...	6	16,242	6,624	...
		Do, Aided do. ...	4	113	110	223	241	195	...	192	20	11	...
		GRAND TOTAL ...	777	4,113	18,982	23,095	23,518	16,035	..	198	16,262	6,635	...
AGRA DIVISION	Muttra ...	Government ...	139	611	4,341	4,952	4,801	3,482	...	...	4,747	205	...
	Agra ...	Government ...	185	3 8	4 055	4,363	4,530	3,372	..	...	4,223	140	...
	Farukhabad ...	Government ...	133	846	3,290	4,136	4,202	3,017	...	...	3 883	253	...
	Mainpuri ...	Government ...	131	409	3,078	3,487	3,641	2,572	...	...	3,311	176	...
	Etáwah ...	Government ...	126	674	2 638	3 312	3,245	2,222	...	...	3,223	89	...
	Etah	Government ...	112	562	2,929	3,494	3,516	2,674	...	...	3,132	359	...
		Total, Govt. schools ...	826	3 410	20,331	23.741	23,955	17,339	...	...	22,519	1,222	...
		GRAND TOTAL ...	826	3,410	20,331	23,741	23,955	17,339	...	..	22,519	1,222	...
ROHILKHAND DIVISION.	Bijnor ...	Government ...	107	418	2,617	3,035	2,978	2,115	...	...	1,864	1,171	...
		Aided	1	12	66	78	74	66	...	...	34	44	...
		Total ...	108	430	2,683	3 113	3,052	2,181	...	...	1,898	1,215	...
	Moradabad ...	Government ...	135	544	3,379	3,923	3,833	2,507	...	...	2,136	1,487	...
		Aided	2	52	111	163	172	146	...	11	104	48	...
		Unaided	6	...	160	160	190	118	.	...	160	..	...
		Total ...	143	596	3,650	4,246	4,195	2,771	...	11	2,700	1,535	...
	Budaun ...	Government ...	110	480	3 276	3,756	3,930	2,701		...	2,811	945	...
	Bareilly ...	Government ...	112	475	3,335	3,810	3,861	2,7 7	...	...	3,013	797	...
		Aided	1	16	24	40	36	26	.	4	34	2	...
		Unaided	2	...	42	4	39	35	...	...	22	20	...
		Total ...	115	491	3,401	3,892	3,936	2,768	...	4	3,069	819	...
	Sháhjahánpur ...	Government ...	118	398	3,161	3,559	3,411	2,766	...	...	3,122	437	...
		Aided	2	24	106	130	116	79	...	8	114	6	2
		Total ...	120	422	3,267	3,689	3 527	2,845	...	8	3,236	443	2
	Pilibhít ...	Government ...	56	261	1 707	1,968	1,946	1,474	...	...	1,046	922	...
		Total, Govt. schools ..	638	2,676	1 ,475	20,051	1,9959	14,270	...	...	14,292	5,759	...
		Total, Aided schools ...	6	104	307	411	398	317	...	23	286	100	2
		Total, Unaided schools...	8	...	202	202	229	153	...	...	182	20	...
		GRAND TOTAL ...	652	2,680	17,984	20,664	20,586	14,740	...	23	14,760	5,879	2

FORM No. 4.

Vernacular). for boys for the official year 1879-80—(continued).

Number of scholars on 31st March, 1880, learning						*Expenditure*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper division.	Lower division.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs. a. p	Rs a. p.		
...	397	...	...	31	...	262	882	...	91	466	...	1701	5 10 8	3 13 0	6	18
...	122	...	..	...		240	...	...	18	...	488	746	7 1 8	2 4 6	8.	...
...	519	...	...	31	...	502	882	...	109	466	488	2,447	6 0 8	3 6 8	6	18
...	4,906	...	...	639	...	1,538	11,656	...	224	682	9	13,809	5 3 6	4 13 11	62	155
8	71	...	...	...	...	860	...	...	2	...	1,331	2,193	36 8 9	14 5 4	7	23
8	4,277	...	..	639	...	2,098	11,656	...	226	682	1,340	16,002	5 14 7	5 1 4	69	178
...	3,701	...	..	1,104	...	1,111	13,725	...	163	238	...	15,237	5 15 9	5 13 3	14 6	285
69	5,915	...	...	...	...	1,422	19,301	...	461	1,454	563	23,201	5 8 6	4 15 1	54	263
...	3,869	...	...	240	...	3,584	12,902	...	264	737	529	18,0 6	6 5 9	5 13 1	102	284
...	30	...	...	15	...	60	...	...	49	..	131	240	8 0 0	2 0 0	...	...
...	3,839	.	...	255	..	3,644	12 302	...	313	737	660	18,256	6 6 0	5 12 5	102	284
...	4 846	...	..	...	...	2,723	19,166	...	.209	871	..	22,969	6 14 6	6 9 4	50	131
69	22,872	...	...	2,014	...	1,0340	77,632	...	1,412	4,448	1,101	94,933	5 15 10	5 8 10	420	1,136
8	223	...	...	15	...	1,160	...	..	69	...	1,950	3,179	16 4 10	5 15 2	7	23
77	23,095	...	...	2,029	.	11.500	77.632	...	1,481	4,448	3,051	98,112	6 1 11	5 8 11	427	1,159
...	4,952	...	...	...	...	2,040	12,987	...	301	405	...	15,632	4 7 10	4 4 7	90	531
...	4,868	...	...	...	...	2,759	21,360	...	128	209	...	24,451	7 4 0	7 2 5	25	419
...	4,136	...	...	85	...	1,113	11,009	...	214	207	...	12,543	4 2 6	4 0 3	199	628
...	3,487	...	...	...	...	783	11,914	303	176	115	...	13,291	5 2 8	4 14 11	64	498
...	3,312	...	...	...	...	681	12,570	..	255	583	22	14,111	6 5 7	5 15 5	133	277
...	3,491	...	...	178	...	541	8 803	...	45	956	...	10,345	3 13 11	3 7 10	60	476
...	23,741	...	...	263	...	7,917	78,543	303	1,113	2,475	22	90,373	5 3 4	4 15 9	571	2,829
...	23,741	...	...	263	...	7,917	78,543	303	1,113	2,475	22	90,373	5 3 4	4 15 9	571	2,829
...	3,035	...	...	1,176	...	785	11,644	...	175	247	...	12,851	6 1 2	5 14 0	181	242
..	78	...	...	41	...	119	...	152	61	...	...	332	5 0 6	1 12 11	5	6
...	3,113	...	...	1,217	...	904	11 614	152	236	247	...	13,183	6 0 9	5 12 0	186	248
...	3,700	...	30	1,531	58	2,842	13,858	...	142	1,480	156	18,478	7 5 11	6 10 6	271	314
...	163	...	...	53	...	252	...	...	76	.	403	731	5 0 1	1 11 7	3	35
...	160	...	...	...	...	...	...	...	...	...	468	468	3 15 5	...	...	...
...	4,113	...	30	1,384	58	3,094	13,858	...	218	1,480	1, 27	1,9678	7 1 8	6 1 10	274	349.
...	3,756	...	...	1,042	...	855	8,310	...	211	488	...	9,864	8 10 5	3 6 3	169	169
...	3,810	...	...	1,244	...	781	12,287	...	146	156	59	13,429	4 15 6	4 3 2	136	262
...	36	...	...	4	...	36	...	...	13	...	83	132	5 1 3	1 6 2	8.	10
...	22	...	...	20	...	...	...	346	...	...	83	429	12 4 1	..	...	...
...	3,868	...	...	1,268	...	817	12,287	346	159	156	225	13,990	5 0 10	4 11 9	194	272
...	3,559	...	21	101	19	1,400	11,198	...	199	1,349	...	14,146	5 1 10	4 8 10	136	227
...	127	...	...	2	1	192	...	220	18	...	466	896	11 5 6	2 6 11	...	...
...	3,686	...	21	103	20	1,592	11,198	220	217	1,349	466	15,042	5 4 7	4 7 11	136	227
...	1,968	...	...	654	...	312	6.124	...	39	...	...	6,475	4 6 3	4 5 10	69	103
...	19,918	...	51	5,548	77	6,975	63,421	...	912	3,720	215	75,243	5 4 4	4 14 10	1,012	1,317
...	404	...	...	100	1	599	...	372	168	...	952	2,091	6 9 7	1 14 3	16	51
...	182	...	...	20	...	...	...	346	...	...	551	897	5 13 10	...	...	...
...	20,504	...	51	5,668	78	7,574	63,421	718	1,080	3,720	1,718	78,231	5 4 11	4 13 0	1,028	1,368

SUBSIDIARY

Statistical return of primary schools (English and

Division.	District.	Name or class of institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1880: In upper division	In lower division	Total.	Average number on the rolls during the year	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1880: Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans	Others.
	1	2		4a	4b	4	5	6	7a	7b	7c	7d	7e
Allahabad Division	Cawnpore ...	Government ...	182	932	4,960	5,892	5,796	4,509	...	...	5,676	216	...
	Fatehpur ...	Government ...	120	1,275	2,576	3,851	3,729	2,878		...	3,407	444	...
	Bánda ...	Government ...	161	516	4,817	4,333	3,933	3,441	...	...	3,955	378	...
	Hamírpur ...	Government ...	91	297	3,089	3,386	3,465	2,541	..	...	3,128	258	...
	Allahabad ...	Government ...	184	729	5,402	6,131	6,362	4,450	...	...	3,683	2,448	...
		Aided	1	..	58	58	57	48	.	2	42	14	...
		Total ...	185	729	5,460	6,189	6,419	4,498	...	2	3,725	2,462	...
	Jaunpur ...	Government ...	142	778	4,458	5,236	5,219	3 929	...	1	4,724	511	...
		Total, Govt. schools ...	880	4 527	24,302	28,829	28,504	2,1748	...	1	24,573	4,255	...
		Total, Aided schools ...	1	...	58	58	57	48	...	2	42	14	...
		Grand Total ...	881	4,527	24,360	28,887	28,561	21,796	...	3	24,615	4,269	...
Benares Division.	Azamgarh ...	Government ...	158	1 019	5,893	6 912	6,209	5,161	..	...	5,997	915	...
		Aided	6	...	278	228	273	226	...	...	233	45	...
		Total ...	164	1,019	6,171	7,190	6,482	5,387	...	...	6 230	960	...
	Mirzapur ..	Government ...	117	443	3,190	3,633	3,293	2,922	...	...	3,275	358	...
		Aided	7	99	188	287	278	204	...	6	274	7	...
		Total ...	124	542	3,378	3,920	3,571	3,126	...	6	3,549	365	...
	Benares ...	Government ...	102	491	2,943	3,434	3,422	2,493	..	...	3,278	156	...
		Aided	2	...	66	66	63	52	...	...	61	5	...
		Total ...	104	491	3,009	3.500	3,485	2,545	...	..	3,339	161	...
	Ghází pur ...	Government ...	121	627	3,177	3,804	3,124	3,076	...	...	3,235	569	...
		Aided	2	24	53	77	75	58	...	...	55	22	...
		Total ...	123	651	3,230	3,881	3,199	3,134	...	...	3,290	591	...
	Gorakhpur ...	Government ...	183	1 286	5,778	7,064	6,989	5,711	...	...	6,640	418	6
		Aided	4	41	73	114	113	81	...	...	114	...	...
		Total ...	187	1,327	5,851	7,178	7,102	5,792	...	...	6,754	418	6
	Basti	Government ...	138	516	3,933	4,449	4,379	3,739	...	...	4,132	317	...
	Ballia	Government ...	65	318	1,890	2,208	2,178	1,736	...	...	2,100	108	...
		Total, Govt schools ..	884	4.700	26,804	31,504	29,594	24,838	...	...	28,657	2,841	6
		Do, Aided do. ...	21	164	658	823	802	621	...	6	737	79	...
		Grand Total ...	905	4,864	27,462	32,326	30,396	25,459	...	6	29,394	2,920	6
Jhánsi Division	Jhánsi	Government ...	58	155	1,195	1,350	1,372	1,076	...	...	1,308	47	...
		Aided	4	...	86	86	80	57	...	...	86	...	...
		Total ...	62	155	1,281	1,436	1,452	1,133	.	...	1,389	47	...
	Jalaun	Government ...	83	222	1,983	2 205	2,300	1,609	...	...	2, 12	93	...
		Aided	4	5	112	117	121	82	...	...	114	3	...
		Total ...	87	227	2,095	2,322	2 421	1,691	...	...	2,226	96	...
	Lalitpur ...	Government ...	23	56	568	624	607	503	...	...	600	17	7
		Total, Govt schools ...	164	433	3,746	4 179	4,279	3,188	...	...	4,015	157	7
		Do., Aided do. ...	8	5	198	202	201	139	..	...	200	3	...
		Grand Total ...	172	438	3,944	4,382	4,480	3,327	...	...	4,215	160	7

FORM No. 4.

Vernacular) for boys, for the official year 1879-80.

Number of scholars on 31st March, 1880, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic	Persian.	Sanskrit	Grants from provincial revenues.	Local rates or cesses	Endowments	Fees.	Municipal grants.	Other sources.	Total	Total cost	Cost to Government.	Upper division.	Lower division.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs	Rs.	Rs.	Rs	Rs	Rs.	Rs. a. p	Rs a. p		
...	5,808	...	...	84	...	2,584	19,408	..	222	...	678	22,892	5 1 3	4 14 0	275	1,541
...	3,851	...	...	174	...	1,610	12,482	..	179	167	...	14,438	5 0 3	4 14 4	150	567
..	4,333	...	...	21	...	15,661	...	...	260	380	.	16,301	4 11 9	4 8 10	43	335
...	3,386	...	.	...	...	755	9,433	...	213	...	...	10,401	4 1 7	4 0 1	88	891
...	6,131	...	...	15	...	1,236	18,934	...	88	600	...	20,858	4 10 11	4 8 6	238	936
...	58	...	...	...	...	207	...	...	63	...	179	449	9 5 8	4 0 5	...	21
...	6,189	...	...	15	...	1,443	18,934	...	151	600	179	21,307	4 11 9	4 8 6	238	957
...	5 208	...	...	247	9	1,727	12,022	...	245	454	...	14,448	3 10 10	3 7 11	61	157
...	28,717	...		541	9	23,573	72,279	...	1,207	1,601	678	99,338	4 9 1	4 6 6	855	4,427
...	58	...	...	...	...	207	...	...	63	...	179	449	9 5 8	4 5 0	...	21
...	28,775	...	...	541	9	23,780	72,279	...	1,270	1,601	857	99,787	4 9 3	4 6 6	855	4 448
...	6,912	...	...	549	...	1,935	15,467	...	113	264	...	17,179	3 4 11	3 4 1	132	379
...	278	...	...	48	...	240	..	...	120	...	430	790	3 7 11	1 1 0	...	...
...	7,190	...	...	597	...	1,575	15,467	...	233	264	430	17,969	3 5 4	3 2 7	132	379
...	3,510	...	24	100	45	1,502	8,404	2,389	43	801	.	13,139	4 7 11	3 6 2	24	181
...	253	...	4	16	21	534	63	80	172	...	782	1,631	7 15 11	2 14 9	...	...
...	3,763	...	28	116	66	2,036	8,467	2,469	215	801	782	14,770	4 11 7	3 5 9	24	181
...	3,434	...	...	...	...	417	8,113	...	40	777	...	9,347	3 11 11	3 6 9	84	174
...	66	...	...	...	...	72	...	...	..	...	120	192	3 11 1	1 6 1	...	...
...	3,500		...	..	...	489	8,113	...	40	777	120	9,539	3 11 11	3 6 0	84	174
...	3,804	..	...	10	...	1,502	10,692	...	95	648	48	13,035	4 3 9	3 15 5	195	438
...	20	...	10	39	8	245	...	..	45	40	238	568	9 2 7	4 3 7	3	15
...	3,824	...	10	49	8	1,747	10,692	...	140	738	286	13,603	4 5 5	3 15 6	198	453
...	7,064	...	25	121	41	1,953	14,220	...	584	...	132	16,889	2 15 4	2 13 3	211	443
...	114	...	...	...	...	198	...	...	...	...	132	330	4 1 2	2 7 1	...	5
...	7,178	...	25	121	41	2,151	14,220	...	584	...	264	17,219	2 15 6	2 13 2	211	448
...	4,449	...	...	286	...	963	13,285	..	40	..	...	14,288	3 13 1	3 12 11	37	517
...	2,208	...	..	39	...	213	1,325	..	..	75	...	1,613	0 14 10	0 14 2	6	28
...	31,981	...	49	1,105	...	7,885	71,506	2,389	915	2,615	180	85,490	3 7 1	3 3 1	689	2,160
...	731	...	14	103	29	1,289	63	80	337	40	1,702	3,511	5 10 5	2 2 10	3	20
...	32,112	...	61	1,208	29	9,174	71,569	2,469	1,252	2 655	1,882	89,001	3 7 11	3 2 9	692	2,180
...	1,350	...	...	...	...	796	3,843	...	228	...	84	4,951	4 9 7	4 5 0	58	94
...	86	..	...	...	..	...	...	...	...	...	590	590	10 5 7	...	...	1
...	1,436	...	...	...	...	796	3,843	...	228	...	674	5,541	4 14 2	4 5 0	58	95
...	2,905	...	...	..	...	665	8,798	...	237	232	...	9,932	6 2 9	5 14 1	79	131
...	117	...	...	...	...	...	...	..	327	...	...	327	3 15 10	...	1	3
...	2,322	..	..	...	...	665	8,798	...	564	232	...	10'259	6 1 1	5 14 1	80	134
...	624	...	...	...	...	691	1,496	62	47	147	...	2,443	4 13 9	4 5 7	11	18
..	4,179	...	..	...	...	2,152	14,137	62	512	379	84	17,326	5 6 11	5 1 9	148	243
...	203	...	...	...	...	...	...	...	327	...	590	917	6 9 7	...	1	4
...	4,382	...	..	...	...	2,152	14,137	62	839	379	674	18,243	5 7 9	5 1 9	149	247

SUBSIDIARY

Statistical return of primary schools (English and

Division.	District.	Name or class of institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1880. In upper division.	In lower division	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to caste or creed of the scholars on 31st March, 1880. Europeans and Eurasians.	Native Christians	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Kumaun Division.	Kumaun ...	Government ...	106	224	6,176	6,400	5,769	2,882	...	...	6,131	18	251
		Aided	10	31	471	502	524	285	...	...	499	3	...
		Total ...	116	255	6,647	6,902	6,293	3,167	...	...	6,630	21	251
	Garhwál ...	Government ...	44	...	2,453	2,453	2,106	1,361	..	...	2 361	12	80
		Aided	1	29	99	128	87	63	...	...	128	...	...
		Total ...	45	29	2,552	2,581	2,193	1,424	...	...	2,189	12	80
	Tarai ...	Government ...	13	55	388	443	404	331	...	...	338	80	25
		Aided	1	4	56	60	61	51	...	...	51	9	...
		Total ...	14	59	444	503	465	382	...	...	389	89	25
		Total, Govt. schools ...	163	279	9,017	9,296	8,279	4,574	...	...	8,830	110	356
		Total, Aided schools ...	12	64	626	690	672	39	...	...	678	12	..
		GRAND TOTAL ...	175	343	9,643	9,986	8,951	4,973	...	...	9,508	122	356
N.-W. P.	Grand Total of Government schools ...		4,328	19,925	1,20,547	1,40,472	1,37,847	1,01,797	...	7	1,19,128	20,968	369
	Ditto of Aided schools ...		52	4 0	1,957	2,407	2,377	1,719	...	223	1,963	219	2
	Ditto of Unaided schools ...		8	...	202	202	229	153	...	...	182	20	...
Great Grand Total, Vernacular schools, N.-W. P.,			4,388	20,375	1,22,706	1,43,081	1,40,447	1 03,669	...	230	1,21,273	21,207	371
GRAND TOTAL, OF ENG. & VERNLR. SCHOOLS, N.-W.P.,			4,498	23,624	1,2,8589	1,52,211	1,49,397	1,10,748	530	1,042	1,27,276	22,970	393
Lucknow Division.	Lucknow ...	Government ...	76	483	2,047	2,532	2,733	1,812	...	...	1,887	633	12
		Aided	2	...	94	94	95	67	...	...	35	59	...
		Unaided	4	...	146	146	161	97	...	...	114	15	17
		Total ...	82	485	2,287	2,772	2,989	1,976	...	...	2,036	707	29
	Unao ...	Government ...	121	1,019	3,644	4,663	4,945	3,107	...	...	4,23	432	...
	Bara Banki ...	Government ...	134	1,001	3,961	4,962	5,259	4,704	...	...	3,091	1,845	26
Sitapur Division.	Sitapur ...	Government ...	125	1,196	3,868	5,064	5,189	4,041	...	...	4,135	923	6
		Aided	1	...	36	36	36	33	...	...	15	21	...
		Unaided	2	3	53	56	59	54	...	...	48	8	...
		Total ...	128	1,199	3,957	5,156	5,284	4,125	...	...	4,198	952	6
	Hardoi ...	Government ...	128	979	3,575	4,554	4,810	3,636	...	...	3,849	694	11
	Kheri ...	Government ...	74	721	2,494	3,215	3,209	2,494	...	...	2,604	611	...
Fyzabad Division.	Fyzabad ...	Government ...	87	872	2,488	3,360	3,376	2,303	...	...	2,622	738	...
	Bahraich ...	Government ...	109	1,110	3,014	4,124	4,317	2,912	...	...	3,329	794	1
		Aided	5	...	115	115	113	75	...	...	105	10	...
		Unaided	4	4	100	104	90	68	...	4	90	10	...
		Total ...	118	1,114	3,229	4,343	4,520	3,055	...	4	3,524	814	1
	Gonda... ...	Government ...	109	1,110	3,014	4,124	4,317	2,912	...	...	3,329	794	1
		Aided	5	...	115	115	113	75	...	...	105	10	...
		Unaided	4	4	100	104	90	68	...	4	90	10	...
		Total ...	118	1,114	3,229	4,343	4,520	3,055	...	4	3,524	814	1
Rae Bareli Division.	Rae Bareli ...	Government ...	107	1,103	2,744	3,847	3,86	2,702	...	..	3,274	564	9
	Sultanpur ...	Government ...	96	826	2,473	3,299	3,762	2,949	...	...	2,600	699	..
	Partabgarh ...	Government ...	76	884	1,820	2,704	2,650	1,93	...	...	2,122	582	...
Oudh	Grand Total, Govt. Schools ...		1,210	11,167	34,849	46,016	47,999	35,332	...	...	36,762	9,187	67
	Do., Aided do. ...		13	67	423	490	498	304	...	...	355	136	...
	Do., Unaided do. ...		13	4	432	436	431	311	...	4	323	92	17
Great Grand Total, Vernacular schools, Oudh ..			1,236	11,238	35,704	46,942	48,928	36,007	...	4	37,440	9,414	84
Grand Total of English and Vernacular schools, Oudh,			1,275	11,792	37,873	49,665	51,406	37,948	86	93	39,247	10,145	94
GRAND TOTAL, OF ENG., & VER. SCHOOLS, N.-W P & O.,			5,773	35,414	1,66,462	2,01,876	2,00,803	1,48,685	616	1,135	1,66,523	33,115	487

FORM No. 4

l ernacular) *for boys for the official year* 1879-80—(concluded.)

Number of scholars on 31st March, 1880, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper division.	Lower division.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs a p.	Rs. a p		
...	6,400	...	...	...	...	954	7,474	...	...	...	...	8,428	2 14 9	2 14 9	50	200
...	502	...	...	...	...	480	...	...	...	15	780	1,410	4 15 2	...	1	3
...	6,902	...	...	...	...	1434	7,474	...	...	150	780	9,838	3 1 8	2 13 0	5 1	203
...	2,453	...	...	...	...	798	3,131	...	..	...	...	3,929	2 14 2	2 14 2	28	124
53	128	...	...	...	55	550	...	...	...	...	98	648	10 4 7	...	1	1
53	2,581	...	.	...	55	1,348	3 131	...	...	...	98	4,577	3 3 5	3 2 4	29	125
...	313	...	...	130	..	222	970	...	43	238	...	1,473	4 7 2	3 9 7	4	25
...	43	...	...	11	...	...	...	...	...	...	72	72	1 6 7	...	...	...
...	362	...	...	141	..	222	970	...	43	238	72	1,545	4 0 8	3 9 7	4	25
...	9,166	...	..	14	—	1,974	11,575	...	43	238	..	13,830	3 0 5	2 15 4	82	349
53	679	...	..	11	55	1,080	...	...	...	150	950	2,130	5 5 5	...	2	4
53	9,845	...	...	141	55	3,004	11,575		43	388	950	15,960	3 3 4	2 14 10	84	353
69	1,32,974	...	10	9,601	86	60,816	38,9,093	2,754	6,114	15,470	2,280	4,76,533	4 10 10	4 6 8	3,777	12,461
61	2,298	...	14	229	85	4,285	63	452	964	190	6,323	12,277	7 2 3	2 8 5	29	123
...	182	...	..	20	...	...	...	346	...	...	551	897	5 13 9	...	...	...
130	1,42,454	...	11	9,850	171	6,5101	3,89,156	1,552	7,078	15,666	9,154	4,89,707	4 11 7	4 6 1	3,866	12,584
8,185	1,49,502	27	150	11 522	413	1,48,542	3,90 143	7,584	33,750	32,111	47,314	6,54,444	5 14 6	4 13 1	4,689	13,824
...	2,557		21	4 9	4	2,425	7,288	...	783	1,073	94	11,603	6 7 0	5 5 9	...	...
...	94	...	...	...	...	396	...	...	33	...	367	796	11 14 1	5 14 7	...	...
...	74	...	...	12	62	...	...	...	11	...	399	410	4 3 7	...	...	...
...	2 725	...	21	441	66	2,821	7,288	...	827	1 073	860	12,869	6 8 2	5 1 10	...	..
...	4,639	...		269	...	2,677	12,726	...	1,450	...	174	16,027	5 2 6	4 10 2	...	...
...	4,836	..	130	1,634	62	3,671	13,889	...	1,833	...	114	19,507	4 2 4	3 11 9	...	.
...	5,503	.		545	1	1,245	10,838	...	1,140	312	213	13,748	3 6 5	2 15 10	...	...
...	36	..	...	...	...	32	...	...	9	...	32	73	2 6 11	1 1 0	...	...
...	50	..	...	3	...	—	...	...	17	...	232	249	4 9 7	...	...	...
...	5,595	...	...	548	1	1,277	10,838	...	1,166	312	477	14,070	3 6 7	2 15 0	...	...
...	4,702	...	...	252	...	1,525	10,318	...	2,407	402	...	14,652	4 0 6	3 4 1	...	...
...	3,868	...	...	302	7	1,046	6 022	...	805	...	729	8,602	3 7 2	2 13 4	...	...
...	3,864	...	...	466	...	1,987	8,011	...	950	107	471	11,526	5 0 1	4 5 5	...	...
...	4,109	...	...	739	...	2,182	10,798	...	1,074	300	5	14,359	4 14 11	4 7 4	...	...
...	115	...	...	..	...	120	110	...	12	...	306	548	7 4 11	3 1 1	...	...
...	103	...	...	1	...	...	...	...	6	...	326	332	4 14 1	...	...	...
...	4 327	...	...	740	...	2,302	10,908	...	1,092	300	637	15,239	4 15 10	4 5 2	...	...
.	4,109	...	...	739	...	2,182	10,798	...	1,074	300	5	14,359	4 14 11	4 7 4	...	...
...	115	...	...	...	...	120	110	...	12	...	306	548	7 4 11	3 1 1	...	...
...	103	...	...	1	...	...	...	...	6	...	326	332	4 14 1	...	...	...
...	4,327	...	...	740	..	2,302	10,908	...	1,092	300	637	15,239	4 15 10	4 5 2	...	...
...	3,981	...	25	386	...	2,207	9,892	...	1,008	108	...	13,215	4 14 3	4 7 8	...	...
...	3,319	...	...	452	...	507	9,466	...	884	...	...	10,857	3 10 11	3 6 1	...	...
...	2,908	...	...	381	3	966	8,292	...	414	...	157	9,829	5 1 5	4 12 8	...	...
...	47,538	...	183	6,089	77	20,864	1,15,264	...	13,868	2,326	1,957	1,54,277	4 5 10	3 13 8	...	...
...	501	...	...	20	...	925	110	...	80	...	1,127	2,242	6 2 6	2 13 6	...	...
...	338	...	...	35	68	...	...	...	34	...	1,434	1,468	4 11 6	...	...	...
...	48,377	...	183	6 144	145	21,789	1,15,372	...	13,982	2,326	4,518	1,57,987	4 6 2	3 12 11	...	...
1,577	50,953	31	206	6,777	159	31,530	1,15,693	1,589	18,518	3,694	9,514	1,80,538	4 12 1	3 14 1	...	...
9,762	2,00,455	58	356	18,299	572	1,75,072	5,05,836	9,173	52,268	35,805	56,828	8,34,982	5 9 10	4 9 3	4,689	13,824

R T. H GRIFFITH,

Director of Public Instruction, N.-W. P. and Oudh.

SUBSIDIARY

Statistical return of female primary schools (English and

Division.	District.	Name or class of institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1880. In upper division.	In lower division.	Total.	Average number on the rolls during the year	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1880. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
		English Schools.											
N.-W. Provinces.	Dehra Dún ...	Aided ...	2	35	40	75	75	73	16	59	...	...	...
	Agra ...	Do. ...	4	34	317	351	329	303	131	220	...	...	...
	Moradabad ...	Do. ...	1	26	67	93	98	86	...	93	...	...	...
	Bareilly ...	Do. ...	1	25	235	260	235	235	...	260	...	...	...
	Cawnpore ...	Do. ...	1	6	5	11	17	14	11	...	...	...	...
	Allahabad ...	Do. ...	6	49	136	185	242	161	152	33	...	...	...
	Benares ...	Do. ...	2	..	19	19	21	16	10	9	...	...	...
	Kumaun ...	Do. ...	1	8	...	8	4	2	8	...	...	...	...
		Grand Total, Aided schools.	18	183	819	1,002	1,011	890	328	674	...	...	...
		Grand Total, English schools, N.-W. P.	18	183	819	1,002	1,011	890	328	674	...	...	...
Oudh.	Lucknow ...	Aided ...	4	45	358	403	401	173	42	98	89	169	5
	Kheri ...	Do. ...	1	...	37	37	35	21	...	37	...	...	...
		Grand Total, Aided schools.	5	45	395	440	436	194	42	135	89	169	5
		Grand Total, English schools, Oudh.	5	45	395	440	436	194	42	135	89	169	5
		Great Grand Total, N.-W. P. and Oudh.	23	228	1,214	1,442	1,447	1,084	370	809	89	169	5
		Vernacular schools.											
Meerut.	Saháranpur ...	Government ...	2	5	36	41	37	30	...	...	...	41	...
		Aided ...	7	...	261	261	269	171	...	...	...	261	...
		Unaided ...	12	...	269	269	227	181	...	...	151	118	...
		Total ...	21	5	566	571	533	382	...	...	151	420	...
	Muzaffarnagar ...	Government ...	2	2	37	39	38	27	...	...	...	39	...
	Meerut ...	Government ...	2	3	39	42	41	31	...	...	42	...	...
		Aided ...	1	20	29	49	60	27	...	...	49	...	...
		Total ...	3	23	68	91	101	58	...	..	91	...	...
	Bulandshahr ...	Government ...	5	...	106	106	112	85	...	...	106	...	...
	Aligarh ...	Government ...	9	19	152	171	201	109	...	...	171	...	...
		Total, Government schools.	20	29	370	399	429	282	...	...	319	80	...
		Total, Aided schools	8	20	290	310	329	198	...	...	49	261	...
		Total, Unaided schools.	12	...	269	269	227	181	...	...	151	118	...
		Grand Total ...	40	49	929	978	985	661	...	...	519	459	...

FORM No. 5.

Vernacular) for the official year 1879-80.

Number of scholars on 31st March, 1880, learning				*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Arabic.	Persian.	Grants from provincial revenues.	Local rates or cesses.	Endowments	Fees.	Municipal grants.	Other sources	Total.	Total cost.	Cost to Government.	Upper primary school examination.	Lower primary school examination.
8a	8b	8c	8d	9a	9b	9c	9d	9e	9f	9	10	11	12	13
				Rs.	Rs.	Rs.	Rs	Rs	Rs	Rs.	Rs a. p	Rs a p		
75	63	...	...	960	...	...	905	42	2,610	4,517	61 14 0	13 2 5	...	...
239	229	...		6,240	...	261	6,132	...	3,103	15,736	51 14 11	20 9 6	12	31
38	93	...	...	480	...	...	...	...	888	1,368	15 14 6	5 9 4	6	12
25	213	...	25	1,500	...	...	...	...	1,025	2,525	10 11 10	6 6 2	33	25
11	...	...	...	205	...	...	758	...	367	1,330	95 0 0	14 10 3	7	4
185	77	..	...	3,076	...	...	4,127	...	741	7,944	49 5 5	19 1 8	32	33
13	6	...	...	329	...	...	37	533	247	1,146	71 10 0	20 9 0	...	...
8	...		...	940	...	...	120	...	...	1,060	470 0 0	530 0 0	...	...
594	681	...	25	13,730	...	261	12,079	575	8,981	35,626	40 0 5	15 6 10	90	105
594	681	...	25	13,730	...	261	12,079	575	8,981	35,626.	40 0 5	15 6 10	90	105
167	488	...	...	3,241	...	662	607	...	4 993	9,503	54 14 10	18 11 9	...	...
9	57	...		90	...	..	...	...	150	240	11 6 10	4 4 7	...	...
176	545	...	...	3,331	...	662	607	...	5,143	9,743	50 3 6	17 2 8	...	...
176	545	...	...	3,331	...	662	607	...	5,143	9,743	50 3 6	17 2 8	...	...
770	1,226	...	25	17,061	...	923	12,686	575	14,124	45,369	41 13 7	15 11 9	90	105
...	41	...	...	192	...	...	...	...	...	192	6 6 4	6 6 5	...	...
...	261	...	...	420	...	.	...	150	466	1,036	6 0 9	2 7 4	...	...
...	269	...	...	..	...	...	...	...	706	706	3 14 4	...	...	...
...	571	...	...	612	...	...	...	150	1,172	1,934	5 1 0	1 9 8	...	...
...	39	...	...	178	...	...	...	...	...	178	6 9 5	6 9 6	...	3
...	42	...	...	103	...	...	...	...	...	103	5 4 1	5 4 2	...	...
...	49	...	...	120	...	...	...	...	1,240	1,360	50 5 11	4 7 1	...	...
...	91	...	...	283	...	...	...	...	1,240	1,523	26 4 1	4 14 1	...	...
...	106	...	...	336	..	...	.	180	25	591	6 15 3	4 8 8	...	5
...	171	...	...	552	...	...	...	...	...	832	7 10 2	7 10 2	4	19
...	399	..	...	1,751	...	...	...	180	25	1,956	6 14 11	6 3 4	4	27
...	310	...	...	540	...	...	...	150	1,706	2,396	12 1 7	2 11 8	...	...
...	269	...	...	...	...	...	...	...	706	706	3 14 4	...	...	...
...	978	...	...	2,291	...	...	...	330	2,437	5,058	7 10 5	3 7 8	4	27

SUBSIDIARY

Statistical return of female primary schools (English and

Division.	District.	Name or class of institutions.	Number of institutions	Number of scholars on the rolls on 31st March, 1880. In upper division.	In lower division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1880. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
		Vernacular Schools.											
Agra Division.	Muttra ...	Government ...	6	...	134	134	143	98	...	...	131	3	...
	Agra ...	Government ...	8	2	151	153	164	125	...	...	151	2	...
		Aided ...	5	10	289	299	305	260	...	176	81	42	...
		Total ...	13	12	440	452	469	385	...	176	232	44	...
	Farukhabad ...	Government ...	6	5	134	139	141	104	...	...	138	1	...
		Aided ...	1	60	...	60	42	52	...	60	...	...	...
		Total ...	7	65	134	199	183	156	...	60	138	1	...
	Mainpuri ...	Government ...	5	16	94	110	114	84	...	...	97	13	...
		Aided ...	2	...	32	32	86	63	...	...	32	...	...
		Total ...	7	16	126	142	200	147	...	...	129	13	...
	Etáwah ...	Government ...	13	2	227	229	226	159	...	...	222	7	...
	Etah ...	Government ...	7	27	144	171	180	137	...	...	170	1	...
		Total, Govt, schools ...	45	52	884	936	968	707	...	...	909	27	...
		Total, Aided schools ...	8	70	321	391	433	375	...	236	113	42	...
		Grand Total ...	53	122	1,205	1,327	1,401	1,082	...	236	1,022	69	...
Rohilkhand Division.	Bijnor ...	Government ...	4	...	86	86	83	67	...	...	3	83	...
		Aided ...	5	...	119	119	106	92	...	...	...	119	...
		Total ...	9	...	205	205	189	159	...	...	3	202	...
	Moradabad ...	Government ...	8	...	149	149	137	90	...	.	17	132	...
		Aided ...	16	131	262	393	397	337	...	10	90	293	...
		Unaided ...	2	...	31	31	33	27	...	20	...	11	...
		Total ...	26	131	442	573	567	454	...	30	107	436	...
	Budaun ...	Government ...	4	...	99	99	106	76	...	...	50	49	...
		Aided ...	19	12	335	347	276	227	...	6	77	264	...
		Total ...	23	12	434	446	382	303	...	6	127	313	...
	Bareilly ...	Government ...	1	...	35	35	24	17	...	..	35	...	...
		Aided ...	5	...	90	90	90	80	...	...	40	50	...
		Total ...	6	...	125	125	114	97	...	...	75	50	..
	Sháhjahánpur ...	Government ...	3	...	60	60	56	43	...	...	60	...	...
		Aided ...	7	...	128	128	116	96	...	3	108	2	15
		Total ...	10	...	188	188	172	139	...	3	168	2	15
	Pilibhít ...	Government ...	1	...	60	60	54	58	...	...	...	60	...
		Total, Govt schools ...	21	...	489	489	460	351	...	...	165	324	...
		Total, Aided schools ...	52	143	934	1,077	985	832	..	19	315	728	15
		Total, Unaided schools,	2	...	31	31	33	27	..	20	...	11	...
		Grand Total ...	75	143	1,454	1,597	1,478	1,210	...	39	480	1,063	15.

FORM No. 5.

Vernacular) for the official year 1879-80—(continued).

Number of scholars on 31st March, 1880, learning				*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Arabic.	Persian	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost	Cost to Government.	Upper primary school examination.	Lower primary school examination.
8a	8b	8c	8d	9a	9b	9c	9d	9e	9f	9	10	11	12	13
				Rs	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p	Rs. a p		
...	134	...	...	395	...	...	...	...	..	395	4 0 5	4 0 6	...	28
...	153	...	...	398	48	...	...	118	...	564	4 8 2	3 0 1	...	7
...	299	...	...	1,592	...	...	...	...	2,659	4,251	16 5 7	6 1 11	...	10
...	452	...	...	1,990	48	...	...	118	2,659	4,815	12 8 1	5 4 8	...	17
...	139	...	...	313	146	...	...	...	...	459	4 6 7	4 6 7	2	27
...	60	...	...	120	...	...	.	...	360	480	9 3 8	2 4 11	...	...
...	199	...	...	433	146	...	...	...	360	939	6 0 3	3 11 4	2	27
...	110	...	...	357	...	...	...	...	...	357	4 4 0	4 4 0	2	8
...	32	...	...	178	...	178	...	...	...	356	5 10 5	2 13 2	...	...
...	142	...	...	535	...	178	...	...	...	713	4 13 7	3 10 3	2	8
...	229	...	..	351	407	...	...	...	...	758	4 12 3	4 12 3	...	15
...	171	...	...	332	49	...	...	35	48	464	3 6 2	2 12 6	7	15
...	936	...	...	2,146	650	...	...	153	48	2,997	4 3 9	3 15 3	11	100
...	391	...	...	1,890	...	178	...	...	3,019	5,087	13 9 0	5 0 7	...	10
...	1,327	...	...	4,036	650	178	...	153	3,067	8,084	7 7 6	4 5 3	11	110
...	86	...	...	192	144	...	...	...	...	336	5 0 2	5 0 3	...	...
..	119	...	...	240	...	792	...	...	...	1,032	11 3 5	2 9 5	..	...
...	205	...	...	432	144	792	...	...	...	1,368	8 9 7	3 9 11	...	...
...	149	...	...	192	420	...	...	84	...	696	7 11 8	6 12 9	...	2
...	393	...	...	912	...	...	...	...	1,812	2,724	8 1 4	2 11 3	...	52
...	31	...	...	...	...	...	...	...	144	144	5 5 4	...	...	...
...	573	...	...	1,104	420	...	...	84	1,956	3,564	7 13 7	3 5 6	...	54
...	99	...	...	326	110	...	...	79	...	515	6 12 5	5 11 9	...	4
...	347	...	...	472	...	...	...	704	404	1,580	6 15 4	2 1 3	18	27
...	446	...	...	798	110	...	..	783	404	2,095	6 14 7	2 15 11	18	31
...	35	...	...	...	125	...	...	...	...	125	7 5 7	7 5 7	...	4
...	90	...	...	180	...	...	...	...	408	588	7 5 7	2 4 0	...	...
...	125	...	...	180	125	...	...	...	408	713	7 5 7	3 2 3	...	4
...	60	...	...	168	...	...	...	26	...	194	4 8 2	3 14 6	...	...
...	128	...	...	396	...	...	...	80	973	1,449	15 1 6	4 2 0	...	...
...	188	..	...	564	...	...	...	106	973	1,643	11 13 1	4 0 11	...	...
...	60	...	...	132	...	...	...	48	...	180	3 1 7	2 4 5	.	1
...	489	...	...	1,010	799	..	...	237	..	2,046	5 13 3	5 2 5	...	11
...	1,077	...	...	2,200	...	792	...	784	3 597	7,373	8 13 9	2 10 3	18	79
...	31	...	...	...	...	...	...	...	144	144	5 5 4	...	...	...
...	1,597	...	...	3,210	799	792	...	1,021	3,741	9,563	7 14 5	3 5 0	18	90

SUBSIDIARY

Statistical return of female primary schools (English and

Division.	District.	Name or class of institutions.	Number of institutions	Number of scholars on the rolls on 31st March, 1880			Average number on the rolls during the year.	Average daily attendance	Classification according to race or creed of the scholars on 31st March, 1880				
				In upper division.	In lower division.	Total.			Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Allahabad Division.	Cawnpore ...	Government ...	6	7	120	127	104	93	...	...	127	...	...
		Aided ...	1	5	47	52	53	32	...	52	...	...	...
		Total ...	7	12	167	179	157	125	...	52	127	..	...
	Fatehpur ...	Government ...	1	...	12	12	12	10	...	...	12	...	...
	Hamirpur ...	Government ...	1	...	18	18	20	15	...	...	.	18	...
		Aided ...	1	...	24	24	25	19	...	...	...	24	...
		Total ...	2	...	42	42	45	34	..	...	...	42	...
	Allahabad ...	Government ...	3	...	75	75	74	62	...	...	18	57	...
		Aided ...	1	...	43	43	32	27	...	...	33	10	...
		Total ...	4	...	118	118	106	89	...	...	51	67	...
	Jaunpur ..	Government ...	3	...	46	46	46	33	...	...	31	15	...
		Total, Govt. schools ...	14	7	271	278	256	213	...	..	188	90	...
		Total, Aided schools ...	3	5	114	119	110	78	...	52	33	34	...
		Grand Total ...	17	12	385	397	366	291	..	52	221	124	...
Benares Division.	Azamgarh	Government ...	2	13	63	76	70	58	...	...	43	33	...
		Aided ...	1	...	48	48	46	41	...	..	35	13	...
		Total ...	3	13	111	124	116	99	...	..	78	46	...
	Mirzapur ...	Government	2	...	39	39	36	36	...	..	37	2	...
		Aided ...	5	12	122	134	130	98	...	40	53	41	...
		Total ...	7	12	161	173	166	134	...	40	90	43	...
	Benares ...	Government ...	3	...	44	44	48	36	...	..	44	...	...
		Aided ...	6	8	533	541	565	472	...	20	412	79	..
		Total ...	9	8	577	585	613	508	...	20	486	79	...
	Ghazipur ...	Government ...	4	...	71	71	63	52	...	...	59	12	...
		Aided ...	1	...	39	39	37	22	...	39	...	...	...
		Total ...	5	...	110	110	100	74	...	39	59	12	...
	Gorakhpur ...	Government ...	2	17	33	50	50	41	...	...	49	1	...
	Basti ...	Government ...	3	2	91	93	95	79	...	...	60	33	...
		Total, Govt. schools ...	16	32	341	373	369	302	...	...	292	81	...
		Total, Aided schools ...	13	20	742	762	778	633	...	99	530	133	...
		Grand Total ...	29	52	1,083	1,135	1,140	935	...	99	822	214	...
Jhansi Division	Jhansi ...	Government ...	1	...	21	21	19	18	...	...	21	...	...
	Jalaun ..	Government ...	1	2	21	23	24	15	...	...	23	...	...
	Lalitpur ...	Government ...	2	...	39	39	39	23	...	...	39	...	...
		Grand Total, Government schools.	4	2	81	83	82	56	...	...	83	...	...

FORM No. 5

Vernacular) for the official year 1879-80—(continued).

Number of scholars on 31st March, 1880, learning				*Expenditure*							*Annual cost of educating each scholar.*		*Number passed*	
English	Vernacular.	Arabic	Persian	Grants from provincial revenues.	Local rates or cesses	Endowments	Fees.	Municipal grants.	Other sources.	Total	Total cost	Cost to Government	Upper primary school examination.	Lower primary school examination.
8a	8b	8c	8d	9a	9b	9c	9d	9e	9f	9	10	11	12	13
				Rs.	Rs	Rs.	Rs	Rs.	Rs.	Rs.	Rs. a p	Rs a p		
...	127	...	...	402	...	...	...	...	...	402	4 5 2	4 5 2	5	59
...	52	...	...	900	...	...	...	...	996	1,896	59 4 0	28 2 0	...	...
...	179	..	...	1,302		...	..	...	996	2,298	18 6 1	10 6 7	5	59
...	12	...	...	132	...	...	...	..	...	132	13 3 2	13 3 2	...	2
...	18	...	...	66	...	...	...	...	...	66	4 6 5	4 6 5	...	3
...	24	...	...	72	...	84	...	...	...	156	8 3 4	2 12 7	...	5
...	42	...	...	138	...	84	...	...	...	222	6 8 5	4 0 11	...	8
...	75	...	...	264	72		...	...	...	336	5 6 8	5 6 8	...	9
...	43	...	...	70	...	...	.	...	105	175	6 7 8	2 9 1	...	1
...	118	...	...	334	72	...	..	...	105	511	5 11 10	4 8 11	...	10
...	46	...	...	357	4	...	...	...	...	361	10 15 0	10 15 0	...	2
...	278	...	...	1,221	76	...	...	...	..	1,297	6 1 5	6 1 5	5	75
..	119	..	...	1,042	...	84	...	...	1,101	2,227	28 8 9	13 5 9	...	6
...	397	...	...	2,263	76	84	...	...	1,101	3,524	12 1 9	8 0 7	5	81
...	76	..	...	255	...	...	...	...	...	255	4 6 3	4 6 3	...	...
...	48	...	..	120	...	...	...	...	430	550	13 6 7	2 14 9	...	...
...	124	..	..	375	...	...			430	805	8 2 1	3 12 7	..	...
...	39	...	...	301	...	...	...	...	...	301	8 5 9	8 5 9	...	1
...	134	...	...	600	...	...	11	..	1,344	1,955	19 5 2	6 1 11	...	..
...	173	...	..	901	.	...	11	.	1,344	2,256	16 13 4	6 11 6	...	1
...	44	..	...	376	...	...	..	...	..	376	10 7 1	10 7 1	...	5
...	541	...	...	1,256	...	...	...	400	3,143	4,799	8 2 8	2 10 6	...	5
...	585	...	...	1,632	...	...	...	400	3,143	5,175	10 2 11	3 3 4	...	10
...	71	...	...	348	...	...	...	288	...	636	12 3 8	6 11 0	...	19
...	39	...	...	120	...	..	..	...	120	240	10 14 6	5 7 3	...	...
...	110	...	...	468	...	...	...	288	120	876	11 13 4	6 5 2	..	19
...	50	...	...	264	...	30	...	...	...	294	7 2 8	6 7 0	2	6
...	93	...	.	374	...	...	...	...	...	374	4 11 8	4 11 9	...	...
...	378	...	...	1,918	...	30	...	288	..	2,236	7 6 5	6 5 7	2	31
...	762	...	..	2,096	.	...	11	400	5,037	7,544	11 14 8	3 4 10	...	5
...	1,135	...	...	4,014	...	30	11	688	5,037	9,780	10 7 4	4 4 8	2	36
..	21	...	...	60	...	...	...	...	...	60	3 5 4	3 5 4	...	...
...	23	...	...	87	33	...	...	...	...	120	8 0 0	8 0 0	2	3
...	39	...	...	75	...	...	...	143	...	218	9 7 7	3 2 2	...	...
...	83	...	...	222	33	...	...	143	...	398	7 1 8	4 8 10	2	3

SUBSIDIARY

Statistical return of female primary schools (English and

Division.	District	Name or class of institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1880. In upper division.	In lower division.	Total	Average number on the rolls during the year.	Average daily attendance	Classification according to race or creed of the scholars on 31st March, 1880. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Kumaun Division.	Garhwál ...	Government ...	10	...	263	263	261	200	...	...	263	...	...
		Aided ...	1	...	38	38	36	33	...	29	9	...	...
		Total ...	11	...	301	301	297	233	...	29	272	...	...
		Grand Total ...	11	...	301	301	297	238	...	29	272	...	...
N.-W. P.	Grand Total, Government schools ...		130	122	2,699	2,821	2,818	2,111	...	...	2,219	602	...
	Ditto „ Aided schools ...		85	258	2,439	2,697	2,671	2,149	...	435	1,049	1,198	15
	Ditto „ Unaided schools ...		14	...	300	300	260	208	...	20	151	129	...
	Great Grand Total, Vernacular schools, N.-W. P.		229	380	5,438	5,818	5,749	4,468	...	455	3,419	1,929	15
	Grand Total of English and Vernacular schools, N.-W. Provinces.		247	563	6,257	6,820	6,760	5,158	328	1,129	3,419	1,949	15
Lucknow.	1. Lucknow ...	Government ...	14	74	297	371	405	273	...	...	76	295	...
		Aided ...	12	57	220	277	268	186	...	...	35	242	...
		Total ...	26	131	517	648	673	459	...	...	111	537	...
	2. Unao ...	Government ...	1	...	20	20	20	13	...	...	...	20	...
	3. Bara Banki ...	Government ...	2	2	39	41	41	26	...	1	17	23	...
Sitapur.	4. Sitapur ...	Government ...	6	19	123	142	148	106	...	...	142	...	...
	5. Hardoi ...	Government ...	13	20	273	293	306	218	...	...	221	72	...
	6. Kheri ...	Government ...	6	22	133	155	158	96	...	...	52	103	...
Fyzabad.	7. Bahraich ...	Government ...	1	2	20	22	20	14	...	...	...	22	...
		Unaided ...	3	...	66	66	62	44	...	...	37	29	...
		Total ...	4	2	86	88	82	58	...	...	37	51	...
	8. Gonda ...	Government ...	6	4	110	114	115	72	...	...	67	47	...
		Unaided ...	2	...	50	50	50	35	...	2	2	46	...
		Total ...	8	4	160	164	165	107	...	2	69	93	...
Rae Bareli.	9 Rae Bareli ...	Government ...	2	4	46	50	49	29	...	...	49	1	...
	10 Sultanpur ...	Government ...	5	10	54	64	82	63	...	...	1	63	...
	11 Partabgarh ...	Government ...	3	12	36	48	47	36	...	...	...	48	...
Oudh	Grand total, Government schools ...		59	169	1,151	1,320	1,386	946	...	1	625	694	...
	Ditto „ Aided schools ...		12	57	220	277	268	186	...	...	35	242	...
	Ditto „ Unaided schools ...		5	...	116	116	112	79	...	2	39	75	...
	Great Grand Total of Vernacular schools, Oudh,		76	226	1,487	1,713	1,766	1,211	...	3	699	1,011	...
	Grand Total of English and Vernacular schools, Oudh..		81	271	1,882	2,153	2,202	1,405	42	138	788	1,180	5
	Grand Total English and Vernacular schools, N.-W Provinces and Oudh		328	831	8,139	8,973	8,962	6,763	370	1,267	4,207	3,109	20

FORM No. 5.

Vernacular) for the official year 1879-80—(concluded).

Number of scholars on 31st March, 1880, learning				*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Arabic.	Persian.	Grants from provincial revenues.	Local rates or cesses	Endowments	Fees.	Municipal grants.	Other sources.	Total.	Total cost	Cost to Government.	Upper primary school examination.	Lower primary school examination.
8a	8b	8c	8d	9a	9b	9c	9d	9e	9f	9	10	11	12	13
				Rs	Rs.	Rs	Rs	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a p		
...	263	...	...	864	...	...	...	...	...	864	4 5 1	4 5 1	...	2
7	38	...	...	240	...	...	...	...	737	977	29 9 8	7 4 4	...	2
...	301	...	...	1,104	...	...	...	...	737	1,841	7 14 5	4 11 9	...	4
7	301	...	...	1,104		...	...	...	737	1,841	7 14 5	4 11 9	...	4
...	2,821	...	...	9,132	1,558	30	...	1,001	73	11,794	5 9 4	5 1 0	24	249
7	2,697	...	...	8,872	...	1,054	11	1,334	15,197	26,468	12 5 0	4 2 0	18	102
...	300	...	...	...	...	...	...	...	850	850	4 1 4	..	..	...
7	5,818	...	...	18,004	1,558	1,084	11	2,335	16,120	39,112	8 12 0	4 6 1	42	351
601	6,499	...	25	31,734	1,558	1,345	12,090	2,910	25,101	74,738	13 15 2	5 14 9	132	456
...	321	30	18	2,925	285	...	..	...	...	3,210	11 12 1	11 12 1	...	...
...	277	...	4	1,548	...	...	14	...	2,296	3,858	20 10 11	8 5 1	...	...
...	598	30	22	4,473	285	...	14	...	2,296	7,068	15 6 5	10 5 10	...	...
...	20	...	...	104	...	...	..	..	...	104	7 15 4	7 15 4	...	...
...	41	...	...	161	66	...	...	...	...	227	8 17 11	8 11 11	...	...
...	142	...	...	322	89	...	...	...	...	411	3 14 0	3 14 0	...	...
...	293	...	..	346	769	...	...	...	41	1,156	5 4 10	5 1 10	...	..
...	155	...	...	217	102	...	...	...	262	581	6 0 9	3 5 2	..	...
...	22	...	...	107	...	...	...	...	1	108	7 11 4	7 9 8	...	...
...	66	...	...	...	...	2	...	...	214	216	4 14 6	...	...	...
...	88	...	...	107	...	2	...	..	215	324	5 9 4	1 13 4	...	...
...	114	...	...	...	617	...	...	...	...	617	8 9 2	8 9 2	...	...
...	50	...	...	...	..	...	...	...	180	180	5 2 3	...	...	...
...	164	...	...	...	617	...	...	...	180	797	7 7 3	5 12 4	...	...
...	50	...	...	...	105	...	...	...	...	105	3 9 11	3 9 11	...	...
...	64	..	...	267	95	...	...	...	...	362	5 12 0	5 12 0	...	...
...	43	7	...	20	278	...	...	10	...	308	8 8 10	8 4 5	...	...
...	1,265	37	18	4,469	2,406	...	...	10	304	7,189	7 9 7	7 4 3	...	...
...	277	...	4	1,548	...	...	14	...	2,296	3,858	20 11 11	8 5 2	...	...
...	116	...	...	...	...	2	...	...	394	396	5 0 2	...	...	...
...	1,658	37	22	6,017	2,406	2	14	10	2,994	11,443	9 7 2	6 15 3	...	...
176	2,203	37	22	9,348	2,406	664	621	10	8,137	21,186	15 1 3	8 5 10	...	...
777	8,702	37	47	41,082	3,964	2,009	12,711	2,920	33,238	95,924	14 2 11	6 1 2	132	456

R. T. H GRIFFITH,
Director, of Public Instruction, N.-W. P. and Oudh.

SUBSIDIARY FORM No. 6.

Statistical return of schools for special or technical training for the official year 1879-80.

District.	Name or class of institution.	Number of institutions.	Total No. of scholars on the rolls on 31st March, 1880	Average No. on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1880				No. of scholars on 31st March, 1880, learning				Expenditure.						Annual cost of educating each scholar.		Remarks
						Europeans and Eurasians	Native Christians	Hindus	Muhammadans.	English.	Vernacular.	Arabic.	Persian.	Grants from provincial revenues.	Local rates or cesses	Endowments.	Fees	Other sources.	Total	Total cost.	Cost to Government	
1.	1	3.	4.	5	6.	7a	7b	7c.	7d	8a	8b.	8c.	8d.	9a.	9b	9c.	9d.	9e.	9	10.	11	12
														Rs.	Rs	Rs	Rs	Rs.	Rs	Rs. a. p.	Rs. a. p.	
	B Medical Schools.																					
North-Western Provinces,	Government	1	60	63	58	...	4	28	28	...	60	...	...	19,306	...	288	...	...	19,594	337 13 3	332 13 9	
	D Normal Schools for masters.																					
North-Western Provinces,	Government	6	217	220	177	..	...	170	47	...	217	...	...	27,729	..	135	...	.	27 864	157 6 9	156 10 7	
Oudh	Government	10	106	92	85	.	..	80	26	...	150		66	...	3,207	...	...	...	3,207	37 11 8	37 11 8	
	Total ...	16	323	312	262	...	...	250	73	...	367	...	66	27,729	3,207	135	...	...	31,071	118 9 5	118 1 2	
	E Normal Schools for mistresses.																					
North-Western Provinces,	Aided	1	69	69	66	3	66	...	...	68	69	...	...	1,920	...	120	439	2,897	5,376	81 7 3	29 1 5	
Oudh	Government	3	18	18	16	...	...	5	13	...	18	13	2	324	172	...	...	29	525	32 13 0	31 0 0	
	Total ...	4	87	87	82	3	66	5	13	68	87	13	2	2,244	172	120	439	2,926	5 901	71 15 5	29 7 5	
	F. Industrial Schools																					
North-Western Provinces,	Aided	2	134	138	129	4	130	...	...	...	50	...	...	720	...	...	..	1,080	1,800	13 15 3	5 9 3	
GRAND TOTAL, N-W P. AND OUDH		23	604	600	531	7	200	283	114	68	564	13	68	49,999	3,379	543	489	4,006	58,366	109 14 8	100 8 8	

R. T. H. GRIFFITH,
Director of Public Instruction N.-W P. and Oudh.

RESUMES OF, AND EXTRACTS FROM,

THE

REPORTS

OF THE

DISTRICT SCHOOL COMMITTEES,

NORTH-WESTERN PROVINCES,

For the year ending on the 31st March. 1880.

FIRST DIVISION.

Dehra Dún.—Secretary, Mr. Giles. The number and location of the schools with which the Local Educational Committee is concerned have not been changed during the year. These are a tahsíli school at Dehra, a pargana school, differing only in name from the tahsíli school, at Sahanspur, nine halkabandi schools—six in the Dún and three in Jaunsár Báwar. There are also free schools supported by the municipalities of Mussoorie and Dehra and the chaukidari town of Rájpur. Lastly, there is the aided mission school at Annfield.

The halkabandi teachers are ill-paid, and the district is scantily provided with schools for primary education. Of the nine halkabandi school-teachers, two are paid Rs. 7, and the remainder Rs. 6 each a month. Living is notoriously dearer in the Dún than in the plains; yet probably no district in the North-Western Provinces can show halkabandi teachers enjoying less average pay than those of the Dún. It is much to their credit that they show such good results, and to the credit of the people also, for it cannot be doubted that their desire to have their children educated induces them to help to support the teachers, who could barely exist on the pay they receive from Government.

With reference to the paucity of schools, the committee have recommended the opening of schools at the large villages of Khat Seli, Khat Koru, Khat Bamtar, and Khat Bawar in Jaúnsár Báwar, and of Dhakráni, Timli, Jassuwala, Pírthipur, Jiwangarh, Ajabpúr, Thano, and Kear Kuli Bhátta in the Dún proper. Rs. 10 a month is the lowest sum at which each new school should be maintained, and this would give an expenditure for the twelve villages named of Rs. 1,440 a year.

From the statistical returns it will be seen that, taking all the schools together, there has been a falling off in the year under review, both in the average number of boys enrolled and the average daily attendance as compared with the previous year. The totals are for 1878-79, 437 and 317, and for 1879-80, 407 and 303, respectively, while the numbers of scholars on the rolls on the 31st March, 1879 and 1880, are 463 and 401 respectively. These results are attributable in part to the epidemics of cholera and fever which visited the district in the spring and autumn of 1879, during which the schools were almost deserted.

Secondary education is represented by classes 1 and 2 of the tahsíli school at Dehra. The results are better than those of 1878-79. The number of boys on the rolls at the end of the year is 4, against 3 in the previous year, and two boys have passed the middle school examination. The tuition is in Vernacular and Persian only, no English being taught, and all 4 boys are Hindus. The total annual cost of each boy's education is Rs. 41-10-8, of which Government pays Rs. 22-7-0.

There were 73 boys in the upper, and 324 in the lower, divisions of primary instruction. Eighteen boys passed the upper, and 77 the lower, primary examination during the year. The creeds were as follows:—6 Native Christians, 344 Hindus, and 47 Muhammadans. Last year the Secretary lamented the apathy of Muhammadans, as evinced by the small numbers who attended school. This no doubt exists, but it should be remembered that the Hindu population bears a larger proportion to the Muhammadans in this than in other districts, and that Muhammadans who can afford it prefer to educate their children by private tuition, which affords them religious as well as secular instruction, and probably regard the ability of a teacher to make his pupils remember their Koran as even more important than his power of teaching them to read and write.

The Mussoorie municipality contributed Rs. 300 for educational purposes, the Dehra municipality Rs. 201-11-4, and the Rájpur town fund Rs. 120. Both the municipal free schools are useful institutions, but it is doubtful whether the Mussoorie school fulfils the object of a free school as to the class of boys admitted to it. The attendance is almost *nil* during the cold weather and rises to a considerable figure

during the season. It is probable that the majority of the boys are sons of traders and shop-keepers, who might well afford to pay for their tuition. The Rájpur school is also a very good one—the attendance and the master both satisfactory. A few weeks after the end of the year under review, however, it was closed under orders of Government that town funds are not to be devoted to educational purposes. The committee have therefore resolved to transfer the halkabandi school of Majra, the worst of the halkabandi schools, to Rájpur, and to appoint as its head the late master of the town fund school.

The statements given show that there is a fair proportion of each class as far up as the classes go, and do not indicate the not uncommon tendency of halkabandi masters to swell their returns by including a number of boys of the 7th class who are merely nominal scholars

Two scholarships are sanctioned for the district of Rs. 2 each; they were held for 11 months of the year. Rs. 10 were paid to boys in halkabandi schools and Rs. 34 to boys of halkabandi schools who had joined the tahsíli school. The committee were careful to award scholarships to boys who were at once forward in their studies and of poor parentage.

The two boys who passed the middle class examination have both been appointed patwáris.

The present Sub-Deputy Inspector, Hori, Lál, is doing good work. Much reliance must necessarily be placed on this officer, as the Secretary to the committee is, from the nature of his other duties, unable to leave Dehra to examine outlying schools.

Saháranpur—Secretary, Mr. Steel. The Secretary says:—"The state of the tahsíli and pargana schools is much the same as usual. The total attendance for this year is 413 as against 403 for 1878-79. Rámpur succeeded in passing one boy for the middle class examination last December. There are 126 halkabandi schools, as usual. Directly a school in one village is done away with one is instituted in another. The greatest efforts, however, are made to avoid the necessity of disestablishing any school that has once been got into working order, as, even under the most favourable circumstances, harm must for a time result from doing so. The Deputy Inspector keeps a list of 'Umedwar' villages in which he or I have from time to time had reason to believe a school might be established with advantage. Only three schools have been disestablished during the last year.

"During the last cold weather my attention has been attracted to the pay of the halkabandi teachers. It is my decided opinion that their pay is not too small, especially when it is compared with the pay of other Government officials in the villages or elsewhere. In this district, at present, there are 142 halkabandi teachers, and their rates of pay are as follows:—

2	on Rs.	12	a month.	45	on Rs.	6	a month.
4	,,	10	,,	32	,,	5	,,
1	,,	9	,,	29	,,	4	,,
20	,,	8	,,	1	,,	3	,,
8	,,	7	,,				

"Of the 29 on Rs. 4 per mensem 15 are naib teachers and most of them very young. The one on Rs. 3 is a monitor in the Sikroudah school. Thus in the whole district there are only 14 masters who receive less than Rs. 5 a month. Thus, if we include all the *naib* teachers, the average pay of a halkabandi schoolmaster in this district is very nearly Rs. 6 a month, and if we exclude the naibs (who, being mostly mere boys, consider themselves very fortunate to get Rs. 4 a month) the average pay is rather more than Rs. 6 per mensem.

"During the past year only six schoolmasters have resigned. Four of them were allowed to give in their resignations instead of being dismissed. The circumstances of the other two I do not now remember. This number cannot be considered large when we remember that many of the schools are in villages inhabited by Gujars and Rájputs, who are of a notoriously quarrelsome disposition and often inclined to quarrel with the schoolmasters.

"As a rule, however, in the villages I have found the schoolmaster to be one of the leading personages, well clad, and associating with lumberdars. Even Rs. 6 a month certain goes a long way in a village, and in many cases zemindars, when applying for a school, have formally promised to give the schoolmaster a monthly 'khurák' in corn, &c., in addition to his pay. The patwári of a village receives pay from Rs. 5 to Rs. 12 monthly, and his work is much harder and more unpleasant than that of a schoolmaster. The village chaukidar receives Rs. 3 a month. As a rule, the halkabandi schoolmaster only wants to know the attainments of a literate chaprassi, such as may be found in all our municipalities, receiving Rs. 4 and 5 per mensem.

"For these reasons I am of opinion that it would not be advantageous to increase the pay of the schoolmasters by reducing the number of schools. On the other hand, in this district we want more schools, as many villages apply for them. The Deputy Inspector is also of my opinion in this matter. Our object is to give an elementary education to as many villages as possible. The masters we get at the present rates of pay are competent to furnish this, and, so far as I have seen, are content with their position. These remarks, of course, are strictly limited to halkabandi schools.

"The number of pupils at the village schools, as ascertained from the registers kept by the masters, is 3,457 as against 3,723 last year. The difference scarcely calls for any comment. Fourteen boys went up for the middle class examination last December: four passed. One was a pargana school boy (Rámpur); the other three came from the halkabandi schools of Panduali, Ambahta, and Imlya.

"Having been out in camp a great deal this year, I have become acquainted with the state of a large number of schools, nearly all in tahsíl Deoband, and many in tahsíl Nakúr. The Deputy Inspector and the Sub-Deputy Inspector seemed in every case to have been most attentive to their work, and certainly have been most active in visiting the schools. In a former report I had occasion to remark upon the difficulty experienced in establishing schools in the Ganges khadir. There are now in all six schools there. These I have been unable to visit personally, but the Deputy Inspector reports that four of them are doing well, and that only those at Luksar and Dhunpura are in a bad way. There are practically only eight free schools. I inspected the free schools at Gangoh, Lakhauti, Ambahta; and Rámpur. The Rámpur and Lakhauti schools I found in excellent order, and I consider them valuable institutions. The Gangoh-school was also in good order, and is situated in a poor suburb called Serai. In it, however, Urdu is taught, and the boys might, perhaps, go to the tahsíli school. At Ambahta only an extra master is kept up in the halkabandi school.

"The only aided school calling for any notice is Mrs. Brown's railway school at Saháranpur. The state of this school last hot weather was decidedly bad—in fact, it collapsed altogether at one time. This being known in the station, considerable annoyance was expressed by several of the residents who subscribed to it. For this, it must be confessed, there were grounds, more especially as not a single person employed on the railway put his name on the subscription list, although the Company itself subscribes liberally.

"The school at present is, I believe, pretty well attended, but Mrs. Brown fears much for it during the hot weather. If the school is not such a success as it might be, it is not the fault of Mrs. Brown. The ignorance and quarrelsome disposition of the railway employés' wives is the cause of its partial failure. The grant to this school ought, I think, to be continued, as there is quite a colony of European and Eurasian children at Saháranpur, and they ought, if possible, to have the opportunity of getting an education. All we want is compulsory education for these, and then the school would be a most useful institution. At one time a report was circulated among the railway people that a law was going to be passed for compulsory education: at once the numbers in the school rose to 35, but, of course, these children soon ceased to attend.

"The taking a fee of one anna per mensem from the sons of non-agriculturists in the halkabandi schools is the only remaining point calling for notice. During the year under report only Rs. 73-10-0 have been realized against Rs. 108-8-0 during the preceding year. The cause of decrease is not very evident, but the matter is being enquired into. The fees this year have been taken in 31 schools, but there is considerable difficulty in extending the system, as so many boys can claim exemption, either on the ground of poverty or of their parents belonging to the agricultural classes. This subject is one to which considerable attention has been paid here, but, through fear of damaging the attendance at the schools, we have had to proceed with the utmost caution. The free schools in the various towns have been looked upon as halkabandi schools in this matter, but, of course, the exemptions on the ground of poverty have been numerous in them. The pupils are, as a rule, however, of much the same class as those who attend the halkabandi schools. On the whole, I am afraid it will be many a year before these (the halkabandi) schools will be self-supporting. The power of granting exemptions from the payment of fees on the ground of poverty has been conferred by the committee on the Deputy Inspector, as being the person who has the best opportunity of ascertaining what the circumstances of the parents really are."

Muzaffarnagar.—Secretary, Mr. Impey. As the annual returns were not ready when he was transferred from the district, Mr. Impey, who filled the post of Secretary during the cold weather, was unable to write a report, and Mr. Martin, the President of the committee, having been only a fortnight in the district, could not speak from personal knowledge. The President finds nothing to comment upon in the statements, but he can say that the schools appear to have been not only regularly inspected by the departmental officers, but several have been visited and inspected by all the district officers from the Collector downwards.

Meerut.—Secretary, Mr. Sanders. In secondary education there is a slight decrease of numbers, but as regards the examination, the present year compares favourably with the past: 11 boys out of 16 having passed, against 8 out of 16 last year. Two boys passed the Roorkee College Entrance Examination. In the Anglo-vernacular schools the attendance is inferior to that of last year.

The number of certificated halkabandi teachers is 105, against 100 of the year preceding. There are 108 non-certificated teachers; this excess being accounted for by the higher salaries given to certificated teachers in the Panjáb. Fourteen boys were appointed to posts in the public service.

Bulandshahr.—Secretary, Mr. Cásey. The office of Secretary was filled for the first quarter by Mr. Laidman, for the second quarter by Mr. Hewett, and for the last half-year by Mr. Casey.

The committee have been satisfied with the manner in which the Deputy Inspector and his subordinates have performed their duties.

The committee meetings have been held as often as there was any business to transact, and sometimes when there was virtually no business. They have been well attended, and many of the native members regularly come long distances for the purpose.

The year opened with a total roll for all the schools of 4,591 pupils, and closed with a roll of 4,002, showing a decrease of 589. This decrease is due to the very fatal epidemic of fever which raged through the whole district during July, August, September, October, and November. The schools are now beginning to fill again.

Middle Schools.—These schools, of which there are eight, are formed of the first and second classes of the tahsíli and pargana schools. A great change has taken place during the year in their teaching staff, for two teachers have died and two have resigned on obtaining better appointments elsewhere. With a view to stimulating the thinking powers of the head teachers, a system has been introduced of calling upon them for a written report at the end of the year. This year these reports have been very fairly written.

The secondary education in this district is as yet confined to these eight schools. At the beginning of the year they had 109 boys on their rolls; at the end of the year the number was but 87. In the late middle class examination 13 boys presented themselves; other boys were prevented from so doing by sickness of their own, or by the ill-health or death of their parents and relatives. Of these 13 boys seven were successful.

Primary Education.—Under this head are the *lower* (*i e.*, 3rd and 4th) classes of the middle schools.(*i.e.*, of the tahsíli and pargana schools above), the halkabandi schools, and all the free girls' schools.

There is a great decrease in the number of pupils owing to the cause already mentioned. Many of the schools were visited in the cold weather camping season by the President (Mr. Growse, Collector) and by the Secretary (Mr. Casey), and, as was indeed to be expected, they were generally found in a somewhat inefficient and non-flourishing state. In the fourth quarter of the year the Deputy Inspector examined 80 schools (exclusive of 27, in which he accompanied the Inspector), and found the two conditions required for working a school as efficient fulfilled but in ten of them.

In the rest the average attendance was about 50 per cent. of the total number of pupils on the register.

It is gratifying to be able to remark that the average attendance in the last two months has made rapid progress, and efforts are being made to improve it still further.

Free Lower Primary Schools.—There are now three schools of this description, which, for want of accommodation in the main or middle school building, could not be amalgamated with such superior school.

These free lower primary schools (of which two are maintained by municipalities and a third out of the halkabandi fund at Debai) are designed to teach up to the lower primary standard; but it is a question whether free schools are supplying a real want, for instances are to be met with in them of boys who know nearly as much as middle school boys, and there are in reality but few people unable to pay a fee of one anna a month. It might be a good plan to regard these schools as branches of the tahsíli school, and to fix 25 per cent. of the rolls as the limit of free admissions. This plan would not only remove the difficulty of determining the ability or inability of parents to contribute, but it would also place the chance of studying to a higher standard within the reach of the promising and industrious boys of the poorer classes.

The existing schools are working satisfactorily.

Female Lower Primary Schools.—There are still five of these schools—one, supported by the municipality, is in Bulandshahr itself, and four are in the district and are supported by provincial funds. During the absence on leave of the Deputy Inspector the munsarim visited three of these schools and found them in an unsatisfactory condition, owing to the prevailing sickness. Since then the Deputy Inspector has examined the other two schools at Muchkauli and Bulandshahr, and from what he saw in them he has reasons to believe that *all* these girls' schools will soon rise to their former state of prosperity.

Out of 15 scholarship-holders from halkabandi funds, six read at the zila school and the other nine in the middle vernacular schools. Nearly all these scholars did creditably before the Inspector, and one, Lachman Singh, passed successfully in the late middle class examination. There are also two scholarships from municipal funds; and lastly, there is one more scholarship (making a total of 18) held by a lad studying at the Aligarh zila school. It might be better to restrict the awarding of halkabandi scholarships to lads from village schools reading at a middle vernacular school. Only those scholarship-holders whose parents are able to afford the expense of completing their sons' English education should be sent to the zila school.

Raja Baqar Ali Khan, raís of Pindrawal, has made a liberal subscription of Rs. 144 a year towards the maintenance of the halkabandi school in Pindrawal. Kumar Mashuq Ali Khan of Sanpur and Munshi Jiwan Ali of Aurangabad have

promised to build school-houses at Rájghat and Jadoul, their respective zemindari villages.

The fixed route which the Deputy Inspectors have been ordered to take in their inspection visits has afforded the teachers a good opportunity of absenting themselves without leave and with little risk of detection.

I have found the schoolmasters in this district most unusually fond of going away without leave and without cause. *Many* have been fined, and three very bad cases of absenteeism and gross lying resulted in dismissal.

Aligarh.—Secretary, Mr. F. Mulock. On the 31st March, 1880, the number of Government schools in the district, excluding the zila school and the Muhammadan college, was 212, and the number of scholars on the rolls was 5,281, as compared with 7,204 last year. The falling off is owing to the sickness prevalent during the year. Of those who attended Government schools, 3,639 are Hindus and 1,642 Muhammadans. The percentage of the Hindu population to the total population of the district is 89·01. Of those under instruction, 123 learnt English, 5,281 were taught Vernacular, including 13 Persian and 9 Sanskrit.

Of the above schools (*viz.*, 212), 81 were held in Government buildings, 46 in buildings for which rent is paid, and 85 in houses lent by the zemindars free of rent.

Of the halkabandi schools, 7 were transferred to localities better suited to them and 2 were abolished for want of attendance.

The Deputy Inspector worked fairly well. He inspected 393 schools situated in 290 villages. The Secretary inspected some 20 halkabandi schools in addition to the tahsíli and Anglo-vernacular schools in parganas Atrauli and Sikandra. In the early part of the cold weather he found attendance very low owing to general prevalence of sickness, but it improved gradually. The Secretary was satisfied with what he saw.

The teacher class generally performed their duties to the satisfaction of the committee.

Seven halkabandi teachers were dismissed during the year owing to their being absent from their schools.

The number of boys who went up for the middle class examination was 32, of whom only 4 were successful, against 14 in the previous year. This result is altogether due to the fact that boys were absent from their schools and unable to prepare properly, owing to sickness.

Rs. 752-12-7 were spent on scholarships during the year under report, to enable boys from halkabandi schools to study at the zila and tahsíli schools.

Of this, Rs. 503-9-7 were spent in zila school scholarships, and the rest, Rs. 249-3-0, were distributed in the form of scholarships amongst the sons of indigent parents attending the tahsíli and pargana schools.

Seven boys were employed in the public service by being brought on to the teacher staff during the year under report. Of these 5 had passed the middle class examination in the previous year.

The number of girls' schools (9) is the same as last year.

These schools were inspected by the Deputy and Sub-Deputy Inspector during the course of the year. They report favourably of 5.

SECOND DIVISION.

Muttra.—Secretary, Mr. Gill. There are 7 tahsíli schools with 417 boys on the roll. Five of the schools are efficient. The single pargana school is, on the whole, efficient.

The falling off in the attendance at halkabandi schools was mainly due to the prevalent malarious fever.

Of the 3 municipal schools, that at Brindaban was highly spoken of by the Inspector, and great credit is due to the head-master, Giridhar Lal.

The Secretary joined the district only in April last, and can say nothing from his personal experience of the schools.

Agra.—Secretary, Pandit Kedarnath. "The committee held their meetings regularly during the year under report, and the pargana sub-committees continued to give useful aid to the central body in the management of the schools under their charge.

The year, like the former one, has been very unfavourable to the progress of education. The malarious fever which prevailed from August to December has seriously affected the attendance throughout the district. In one instance, in a school of 30 boys nine died in a few weeks.

At the time of the Inspector's visit the Deputy Inspector says that, owing to the prevalence of fever, there were seven schools from which neither pupil nor tutor came, and five teachers came without any pupils, many teachers brought only one or two boys, and in many instances the boys had to come alone.

There are this year 172 halkabandi schools with 3,835 boys attending them, against 178 schools with 4,553 boys last year. The diminution of six schools is owing to 14 schools of pargana Jalesar being transferred to Etah district, and more than counterbalances the eight new schools which were opened in the district. The number of pupils has also decreased by 718, as the Jalesar schools were well attended.

Of the halkabandi schools in the district, 143 were examined by the Inspector, the number ranked as efficient being only 15. This was due, not so much to bad teaching as to the small attendance at the time of the inspection, owing to prevalence of fever: because, for a school to be ranked efficient, half the roll number in a school must satisfy the examiner by their acquirements, and the average attendance should not be less than 75 per cent.

The Deputy Inspector and the Sub-Deputy Inspector have made 235 and 281 examinations of schools respectively. All officers, myself included, visited a great number of these schools; as well as the pargana and tahsili schools, when in camp in the cold weather. I myself saw 21 schools, and, with a few exceptions, I was well satisfied with what I saw of them. Prizes were distributed to the more promising boys.

Several petitions were presented to me and to the district officers on tour by the zemindars to open new schools in their villages. As the funds at the committee's disposal admit of opening more schools, new ones will be started where there is most necessity for them.

There were 64 Government school-houses in last year, and three new schools have been built this year, good commodious buildings, costing Rs. 825. Rs. 1,675 have been spent this year in repairs of these schools. Thus all the 67 school-houses are in good order and suitable; three schools are held in rented houses, and the rest in borrowed ones. One hundred and seventy-one out of 172 teachers and four out of ten naibs are certificated.

The halkabandi teachers were often absent without leave, and complaints of this sort were numerous. In order to check this unauthorized absence and falsification of their registers, the committee, on the report of the Deputy and Sub-Deputy Inspectors, have fined 25, degraded three, and dismissed six of the teachers.

There were 13 tahsili and pargana schools last year. The number has been decreased by one in the year under report, owing to that at Jalesar having been transferred to Etah district, and the number of boys therein from 699 to 529. Allowing for the decrease of 68 belonging to Jalesar, there is still a decrease in the whole district of 82. This decrease (except in Tájganj, where the number is increased by ten, and in Jagner, where it remains the same) is observable in all the schools, and greatly in Fatehpur and Firozabad, where it amounts to 25 and 19 respectively.

Tájganj, Etmadpur, Jagner, and Kheragarh have improved during the year under report; Firozabad, Iradatnagar, Pinahat, and Achnera are stationary; and Bah, Fatihabad, Fatehpur, and Somra have fallen off.

It is gratifying that the middle class vernacular examination was a great success this year. Of the 34 sent up, 27 passed, *i.e.*, 14 in the 1st division (12 obtaining each a scholarship of Rs. 3), 11 in the 2nd, and 2 in the 3rd divisions, and thus Agra stands first in the North-Western Provinces and Oudh in this examination, the percentage of successful students being 81·8. Last year, out of 28 boys 16 were successful. The number of holders of halkabandi scholarships during the year was 46 at Rs. 2 a month, and out of Rs. 1,100 allotted Rs. 929-8-9 were expended.

The fee receipts for the year amount to Rs. 421-1-0.

The number of girls' schools remains the same (6) as in last year, but the number of girls therein has decreased from 136 to 121. The state of these schools is not encouraging, and there is no real progress in them.

There is only one English school at Fatehpur Sikri, with 16 boys on the roll, against 20 in the previous year. It is supported by the Durgahi fund at an expense of Rs. 15 per mensem.

There are only two municipal schools, *i. e.*, one Hindi free school at Firozabad with 30 boys, and the other a Hindi female school at Fatehpur Sikri, with 14 girls, which has been closed from March, 1880.

There is a falling off in the number of schools and pupils—in the former case from 226 to 192, and in the latter from 3,193 to 2,978. More than half of these schools are in the city. These schools are generally kept up by the better classes of the population, and in many cases by maulvis and pandits themselves. There is no stability in them: they spring up one time and they vanish away very soon. Deputy and Sub-Deputy Inspectors visited 31 of these schools in the course of their tours during the year.

In conclusion, the committee express their entire satisfaction with the work of the Deputy Inspector, Pandit Kunj Bihari Lal, and his Sub-Deputy Inspector, Munshi Gulab Rai."

Farukhabad.—Secretary, Mr. Deniston. In tahsili and pargana schools the number on the rolls has decreased from 654 to 616, and the average attendance from 597 to 471. In halkabandi schools, numbers and attendance have decreased from 3,786 and 3,089 to 3,618 and 2,606 respectively.

Considering the sickness, the status of these schools may be said to have improved relatively to their necessarily reduced numbers and attendance.

A measure of the efficiency of the above two classes of schools may be found in the results of the vernacular middle class examination. This district passed 19 candidates, thus standing well in the Agra circle—a circle which itself passed almost as many pupils as all the other three educational circles in the provinces taken together.

Though this district, with its 19 passed pupils, has not done so well for its size as the always successful district of Etáwah, which passed 28 pupils, it will compare favourably, considering size and all other circumstances, with any other district in the circle.

The committee has not made many administrative changes or new rules during the course of the year, and consequently has little to report of a general kind. Absenteeism is, as usual, the chief evil which has to be met; and all cases of this have been severely dealt with. But it is impossible to hope that this will ever be checked until the people show a keener interest in education; and their interest does not seem to be on the increase. The pay of masters, moreover, is so low, and their lives, in strange villages, on this small pay, so hard, that it becomes a disheartening and distasteful task to punish them for absenteeism.

The statistics of girls' schools and of aided schools (which latter are for the most part not under the committee's control) will appear in the general statements. The aided English school in Fatehgarh has been favourably reported on by the Inspector this year; and this school did well, relative to other aided English schools of its class, at the Anglo-vernacular middle class examination.

The most regular attendance at committee meetings has been that of Fida Husen Sahib and Pandit Lachmi Narain, who deserve thanks for their close attention to the committee's business. Other members have likewise afforded material assistance. The committee continues to have a high opinion of its Deputy Inspector, Pandit Mulchand. In a former year the amount of inspection work done by this officer was stated to be higher than that done in any other district, and it is not known that there has been any falling off in this respect. The Inspectors' reports and the continued results of the vernacular examinations prove the steady level of good work maintained by this officer; and the committee hope that ere long they may see this acknowledged by his promotion.

Mainpuri.—Secretary, Mr. Gray. The Secretary writes:—"I took charge of the Secretaryship in December last from Munshi Bihari Lal, and in this short interval I have managed to obtain, by personal inspections and by correspondence with the subordinate educational staff, a fairly good insight into the general state of education in this district, which is probably no worse than that of any other district of equal size in these provinces.

"There were five meetings of the committee during the past year, all of which were well attended both by the *ex officio* and honorary members, the latter being native gentlemen, who, by their attendance at any rate, show the interest they feel in the working of the schools around them. The lamented death of Rája Lachman Singh of Karauli deprived the committee of one of its most active members. He took a deep personal interest in the schools near his estate, especially in the female schools, which he founded.

The system of sub-committees in the various tahsíls of the district worked well throughout the year.

I have nothing but praise to give to the Deputy Inspector, Jamil-ud-din. His energy is well known to you, and the Director of Public Instruction is fully aware of the high qualifications of this most deserving officer.

The Sub-Deputy Inspector, Gopi Nath, does his work on the whole fairly.

The fever wave of last autumn has, as might have been expected, had its effect on the teaching staff as well as on the attendance of the boys in the schools. No less than 211 boys in the halkabandi schools died of fever last autumn.

There are 145 schools of all sorts in this district, receiving Government aid and supervision. Last year there were 140. Of the above 145 schools, seven are middle schools, 131 are halkabandi schools for boys, and seven are halkabandi schools for girls.

Besides the above, there are 108 indigenous schools which are without the pale of Government intervention, and which are unconnected with the committee.

There are seven middle schools for boys, five of which are tahsíli schools, and the remainder higher halkabandi schools. Last year there were nine middle schools, with 37 boys on the rolls, as compared with 25 boys on the rolls this year. The average attendance of these schools is decidedly good; the decrease in the number of boys is found chiefly in the Shikohabad tahsíli school, which suffered severely from fever last autumn. The cost to Government per head is Rs. 18-2-1, compared with Rs. 13-5-9 last year. Of the 13 boys sent up from these schools for the middle class vernacular examination, only five were successful. Last year nine boys passed, but the number sent up was greater. A greater part of the boys are sons of well-to-do tradesmen. I examined two of these schools on my tour, and was, on the whole, satisfied with the result of the examination. There is some real attempt at teaching boys properly at these schools, where the teachers are supposed to be picked men. The Inspector of the circle regards these schools as stationary.

There are 131 primary schools for boys, with 3,453 names on the rolls, compared with 126 schools and 3,628 boys last year. The decrease in the number of boys is due to the prevalence of fever last autumn, when 211 boys died. The cost to Government per head is Re. 0-3-5 compared with Re. 0-3-8 last year. In these 131 primary schools are included nine aided schools, against five of last year, and one unaided (*i.e.*,

directly from Government revenues) school,—the municipal school of Mainpuri. About one-third of the boys in these primary schools are the sons of Brahmins. There are very few Musalman children in the district. Thus, as a natural consequence, Hindi is the only language taught in three fourths of the schools, but there is an ever-growing desire among the zemindars for their children to be instructed in Urdu as well. This desire, unfortunately, is able to be gratified in very few instances, competent instructors of Urdu being very difficult to meet with. This is a matter of exceeding regret, for a competent knowledge of Urdu is required now in all the branches of the imperial service, and instruction in that language is unable to be imparted except, in the main, at the zila school. Out of the five successful boys in the late middle class vernacular examination, only one boy expressed a desire to be appointed to a patwáriship or teachership, in which posts Hindi alone is required. The other boys desired scholarships at the zila school to be enabled to prosecute their studies in English or Persians. Fortunately, three scholarships were available. But this fact exposes a great want of the age—good and competent Persian teachers.

From the primary schools 328 boys went up for the upper primary school examination, and 64 passed (last year the numbers were 398 and 121 respectively, so the proportion of success to failure has fallen); and 633 boys went up for the lower primary school examination, of whom 506 were successful (last year the numbers were respectively 841 and 591, so the proportion of success to failure has improved). I believe that more boys would attend these examinations if the teachers would take more trouble in inducing them to attend, for I have always found the boys delighted at the prospect of being examined, while the teachers, as a rule, have a contrary feeling.

"I examined 16 of these primary schools in my tour, but came across only two good schools, Barnahal and Noneyr. The other district officers, European and Native, examined eight schools between them. Some of the tahsildars also examined, between them, about ten other schools.

"In my opinion the great blot in these schools is the unequal distribution of the classes. This is a point which the teachers *will not* see, not that they fail to see it, for, by massing the greater part of the boys in the lowest classes (the 6th and 7th), they are saved trouble and are enabled to devote nearly all their attention to a few (it is very often only one!) promising boys at the head of the school. I have no hesitation in saying that these two lowest classes are mere shams. The teachers imagine that the inspecting officer will not examine these classes, and, as is too often the case, the boys that form them know absolutely nothing. I made a special point of examining these classes, and according to the result grounded my opinion of the state of the school and the teacher's merits; but I generally found that the boys could scarcely write, rarely spelt properly, could never read, and but seldom were able to count correctly up to 50! I know it is a common belief amongst the teachers of these schools that their claim to promotion will be decided *wholly* by the success of their pupils in the middle class vernacular examination. The sooner they are disabused of this idea the better.

"Of course there is in this, as in every district, a crying necessity for competent teachers, but I would ask, is it likely that good men can be found on Rs. 6 or Rs. 7 a month, the pay of an unlettered chaprassi? As a matter of fact, the teacher manages to obtain something beyond his pay, and when we find, as is nearly always the case, that the promising boy of the school (promising only because he is better taught than his fellows) is the son of the leading zemindar of the village, what conclusion can we draw but that the teacher is paid extra? The remedy seems to me to lie in fewer schools and better-paid teachers, and the consequence entailed thereby of more constant supervision by the educational staff. It is very often the case that the teacher cannot live on his pay compatibly with his position as one of the few lettered men of his village.

"Turning to minor deficiencies in the educational work generally, it is easy to see that the boys are, as a rule (and at present I can call to mind only one exception to this), lamentably ignorant in the geography and history of their own country. It is true that the latter subject is not allowed to be taught, save in the very highest classes; but where it is taught, it is taught imperfectly and on no rational method. As to geography, the result is not much better. It is the exception to see a map hung up in a school; indeed, except in one tahsíli school, I cannot recollect ever seeing a map hung on the wall. A boy in the 4th class of a halkabandi school I examined was unable to point out the locale of Ceylon, Nepaul, or the Jumna! and yet this was a promising boy in other subjects. It is useless to draw conclusions from this.

"In conclusion, I cannot help thinking that the Hindi book in use in the higher forms of our halkabandi schools, *viz.*, the 'Premsagar,' is too antiquated and not sufficiently idiomatic for present requirements. The book is full of hard Sanskrit words, often double words, of which few boys know the origin and meaning. It is difficult, of course, to find a book which would exactly meet the requirements of the boys, but I have seen a very good edition of an old Sanskrit work, the 'Kadambari,' translated into the Hindi of to-day.

"I have devoted more space in my report to these primary schools because they are considered by Government to come more properly within the province of the

educational committees, the tahsíli and zila schools being more the subject of the Inspector's report.

There are seven primary schools for girls, five of which are supported entirely from local rates, the other two receiving only partial aid from Government. There are 142 girls studying in these schools. Last year there were 10 schools with 211 girls, but three schools, which were entirely supported by the late Rája Lachman Singh of Kuraoli, were abolished after his death. The average daily attendance—if the registers are to be relied on—has improved. The cost to Government per head is Rs. 2-12-6, as compared with Rs. 3-1-8 last year. The condition of these schools is about stationary, and it is an open question whether female education is popular with the people or shows good results.

Only one teacher was dismissed during the year under report, but several teachers were warned that the slightest bad conduct on their part would subject them to dismissal. Falsification of registers is general, and is a blot for which I fail to see a remedy.

Eleven teachers received at the end of the year rewards of Rs. 5 each. These were given for exemplary conduct or good teaching.

The system of scholarship works well: 11 petty scholarships of Rs. 2 each were given to boys studying at halkabandi schools, tenable at the schools themselves; 13 scholarships of a larger amount were given to boys from halkabandi schools, and tenable at the zila school only; and the municipality annually grants four scholarships of Rs. 3 each to be held by boys studying at the zila school.

This system of scholarships is the backbone of our schools, for it gives encouragement to the boys to prosecute their studies higher and higher, and eventually may give them a taste for learning pure and simple which other methods might fail to impart to them. They cannot be too freely given in really deserving cases.

Four boys from schools in the district obtained employment under Government, either as patwáris or naib teachers, during the year under report.

The condition of the schools in the district may, in conclusion, be said to be stationary only; and this is also the opinion of the Inspector of the circle, who examined nearly the whole (117 out of 145) of the schools in the district. I have tried, I am afraid very imperfectly, to point out some of the defects of our schools—defects which I trust will be remedied more completely year after year, as the people see the immense advantages which result from the general spread of education."

Etáwah.—Secretary, Mr. Nugent. "Fever was so prevalent during the year that many schools suffered from its effects, both as to efficiency and attendance. The average daily attendance during the months of October, November, and December, fell off to about one-tenth of the numbers in previous months; 70 teachers took sick leave, of whom two died; 101 pupils also died, and it is to it that we may attribute the decrease in the number of the pupils on the rolls, *viz.*, 161 boys and 5 girls.

There appear to be an unnecessary number of schools in this district, and even with my slight experience I have no hesitation in saying that some of them are utterly useless and should be abolished. No doubt, too, a judicious reduction in the number of schools would lead to some improvement in their quality.

Mr. Staley, the Secretary of the Educational Committee, went in January. Committees were regularly held monthly. The Deputy Inspector was only able to visit 23 schools a month this year, instead of 27 as he visited last year, as he, in common with so many others, was attacked by fever. I have no doubt from what I have been able to see that his control has been as efficient as it has always been.

Muhammad Intizam-ud-din, Deputy Magistrate, visited a great many schools and complains frequently of the small attendance.

The secondary schools did very well this year. There were two schools added to the 15 which existed last year, and the number of scholars increased to 118. Thirty-seven boys went up for examination, of whom 28 passed, 13 in each of the two first divisions and two in the last. Eight of those who passed in the 1st division received scholarships of Rs. 3 a month.

It is satisfactory to find that fees increased from Rs. 256-12-0 last year to Rs. 283-2-0 this year, although even the latter sum is not a very large proportion of the total cost of secondary education.

It appears curious that only two boys of the 118 in the secondary course should be Musulmans. Such is, however, the fact. Besides these, 44 Hindus also learn Urdu as well as Hindi; the rest learn only the latter.

The decrease in the number of primary schools classed by the Inspector as efficient this year, as compared with last, *viz.*, 44½ against 73, is marked. But it must be remembered that the Inspector's examination was this year held in December, when fever was at its height. In fact, no fewer than 22 of the schools declared inefficient were so classed on account of the decrease in the average daily attendance. Had the examinations been held in March, as they usually are, the results would have been found to have been almost the same as last year.

The number of Musulman boys, in spite of every effort, continues lamentably small, *viz.*, 1 to every 36 Hindus, or 89 in all.

The houses in which the primary schools are held are in a better condition than the tahsíli schools, all of which, especially Bela, require repairs.

Girls' schools, the Deputy Inspector thinks, have a future before them. Female education, he says, is taking root in the district.

There are thirteen schools for girls, of which five are supported from provincial revenues, the rest being maintained from the cess. Out of these, four were classed by the Deputy Inspector as efficient, and the girls, he says, particularly those of the 4th and 5th classes, can read, write, and cipher very neatly and correctly.

Eight middle class vernacular scholarships were gained this year against eleven last. Three of the scholarship-holders have joined the High School. The rest lapse, the holders not caring for English education.

Of the Rs. 56 a month, allotted out of local funds, half go for scholarships to pupils who wish to enter the High School, half to those who have passed the upper primary examination and enter any of the middle schools.

Very little has been done in the way of appointing boys who have passed the examinations to posts for which they are fitted. The directions contained in G. O. No. 1494 of 14th July, 1877, have been disregarded, for no passed student has been appointed a muharrir. Even patwáris have generally been selected from a very much less qualified class of men, who have in many cases no more claim to the appointments. The only crumbs that have fallen to the lot of boys who have got through the middle class vernacular examination are a few teacherships and nothing else. I quote a passage from the Deputy Inspector's report, which shows that some of them have come in for appointments in another district :—

"I must thank Pandit Het Ram, late Settlement Deputy Collector, Etáwah, now Diwan Bahadur of Riwah estate, who made a demand of 100 men for patwáriships there. Though many of the boys' parents did not allow their sons to go so far, yet 25 men went there and have been provided for on Rs. 10 and Rs. 8 a month."

There are the names of many boys on the list sent up to the Collector a short time ago. These are passed students of the last three years as yet unemployed. They will be selected for appointments as opportunity occurs. This year I hope that a good many may be provided for as patwáris in the place of those rejected at the prescribed examination, and five have already been appointed."

Mr. Pears, the Officiating Collector, has given notice that in future he will appoint to the Governme nt service none but those who have passed the examination of the Educational Department.

Etah.—Secretary, Mr. Hamblin. "The number of schools in the district has increased from 118 in the previous year to 137, divided into—

Boys	middle class	schools,	vernacular,	Government		...	15
"	Primary	"	English	"	(municipal)	...	3
"	"	"	vernacular	"		...	112
Girls'	"	"	"	"		...	7
					Total	...	137

This increase is due to the addition of the schools of the Jalesar tahsíl to the Etah district, on the inclusion of that tahsíl in this district. The following is the list of the schools so added :—

1 Middle class boys vernacular,
1 English primary class school,

and 16 vernacular primary class schools—in all 18. The number of English primary class schools has not been increased, owing to one of the former schools—that in Marchra—having had to be closed on acount of the poverty of the municipality by which it was supported. The number of schools actually is 122; the number 137 is obtained owing to the order that a school is to be counted twice over if it teaches above a certain standard : so that in this return 15 schools are counted as middle class schools, and are counted again as primary class schools. Similarly, the actual number for the previous year was 105, though, according to the previous explanation, the schools were 118 in number.

The number of students who were receiving instruction on the 31st March, 1880, in the above schools, was 3,821, as against 3,326 of the previous year and 3,527 of the year 1877-78. Here, again, the addition of Jalesar tahsíl has to be considered. Of these 3,821 students, 559 have to be counted as the addition from Jalesar, leaving 3,262 to be compared with the 3,326 and 3,257. This shows a reduction as compared with last year, but a very slight increase as compared with the year 1877-78. I have to point out, however, that 3,262 is below the average number on the rolls during the year, and that many of the pupils have died from fever. The average attendance is high as compared with the state of the roll on the 31st March, owing to the attendance having increased before the fever, and to its having been on the increase since, and, of course, when students have been absent from illness their names have not been erased from the register. I consider that, taking into account the fact that 952 scholars have died

during the fever epidemic, the roll on the 31st March shows that the Deputy Inspector, his assistant, and the schoolmasters are doing their work well. That fever has diminished private schools also is not to be wondered at. Of 159 such schools that formerly existed in this district, leaving out Jalesar, 52 have been closed. Their pupils were formerly 1,414 and are now 850, a reduction of 564, or more than one third.

Of the institutions called middle class in this district, there are 15 Government vernacular schools under the committee, as against 13 of the previous year. Here, again, it is necessary to add that the increase of one is owing to Jalesar. In the original district there is an addition of two, whilst one has been closed as a middle class school. These 15 schools had an attendance, on the 31st March, of 85 pupils, as against an attendance of 62 for the 13 schools in the previous year. The Jalesar school only contributes 6 of this increase, so the attendance at these schools has considerably increased. The average number on the rolls throughout the year was 83, and the average daily attendance 65. Of the 85 students, 71 learn vernacular and 14 only learn Persian; which preference of studies might be guessed at from knowing that of them 81 are Hindus and only 4 are Muhammadans.

There are 3 primary English schools—one at Soron, one at Kásganj, and one at Jalesar—supported by municipalities. The Marehra school has disappeared from the list, as stated before. The scholars on the roll on the 31st March, 1880, were 74, with an average daily attendance of 61; last year there were 76 on the roll, with an average daily attendance of 64. Of the 74 students, 59 are Hindus and 15 are Muhammadans; all of course are entered as students of English, and 45 of the number also study vernacular.

There were 112 primary vernacular schools open in the year. Of these, 100 are halkabandi, 4 are tahsíli, 3 are pargana, and 5 are municipal free schools. There is an increase of 15 in halkabandi schools, 14 of which are due to Jalesar. The increase of one tahsíli school is due to Jalesar, as also the increase of the one free school. The number on the register on the 31st March was 3,491, and the average daily attendance was 2,634. Of the 3,491 scholars on the 31st March, 562 are enrolled as upper division and 2,929 as lower division; of these, 3,132 are Hindus and 359 are Muhammadans, whilst 3,313 study the vernacular and only 178 Persian.

There were 7 girls' (Government) vernacular primary schools, with a total on the roll, on the 31st March, of 171, of whom 27 were upper division and 144 were lower division. The average daily attendance was 137. Of the 171 girls, 170 were Hindus and 1 was a Muhammadan, whilst the whole number studied vernacular.

Of the 7 schools, 5 are supported by Government grants, and of the remaining two, one is maintained from the town fund, and one from the halkabandi fund.

The statement of comparative expenditure per head is completely vitiated by the fact that all the students of the Jalesar tahsíl are included in the returns of this district since the 1st April, 1879, whereas the expenses of the Jalesar division have only been included in this district since the 1st November, so that whilst no difference has been made in the average number on the rolls during the year by the fact of this transfer occurring towards the end of the year, it has yet made a considerable difference in the actual amount spent, and so in the annual cost per head.

There were 10 candidates in Hindi and 4 in Urdu for the middle class vernacular examination in 1879, of whom 2 passed in the 1st division, 6 in the 2nd, and 2 in the 3rd, in all 10 were successful out of 14. This compares very favourably with the year before, when 9 were successful out of 25. Besides, this year the examination occurred at a most unfortunate period of the year, as far as this district was concerned—namely, towards the close of the fever epidemic; when not only many of the students were actually ill, but also many others were in that convalescent stage after fever in which the mental power seems much weakened. The results of the illness are shown from the fact that of 33 who were entered as candidates, only 14 actually presented themselves for examination. The percentage of successful students out of the whole number of candidates is very gratifying, and was only slightly exceeded by two of the other districts in this division. It is a curious circumstance that the four who failed all failed in mathematics, which points to the fact that this branch will require more attention before the next examination.

One scholarship was awarded to Ajudhia Parshad of the Kásganj tahsíli school.

At the upper primary examination 91 were successful out of 365, and at the lower primary examination 488 were successful out of 843. It should be observed that 365 includes both the 3rd and 4th classes, whereas only those who satisfied the Inspector out of the 3rd class are included in the 91. These results compare favourably with the previous year, when at the upper primary examination 85 were successful out of 472, and at the lower primary examination, 572 were successful out of 1,440. It will be observed that whilst the number who presented themselves shows a decrease, yet the percentage of success is very much higher.

The district officers have, during the cold season, shown the usual interest in the schools in the district. I regret to state I have myself only inspected five schools, owing to my having been detained at the sadr station by treasury work. The Collector, however, inspected several schools, and Rai Sheo Sahai, Deputy Collector, also

did the same,' but as he has been transferred from the district and his diaries are not available, the number cannot be stated. The results of inspection were satisfactory.

The return showing the number of students who have obtained Government employment shows a satisfactory increase.

I trust that the result of the year's work will be considered satisfactory. I am of opinion myself that it is so; the year was an exceptional year, and that the results are so satisfactory is due to the energy with which the Deputy Inspector, Ghafur-ud-din, and his assistant have been constantly at work supervising their subordinates."

THIRD DIVISION.

Bijnor.—Secretary, Mr. Shakespeare. Of the schools managed by the committee, 10 impart both secondary and primary education, and the remaining 102 purely primary. Of the 10 middle class schools, all of which are for boys, nine are Government and one aided. The purely primary schools are all Government institutions, consisting of 98 boys and four girls' schools. Last year there were only 95 primary schools for boys. The increase of three is due to the re-opening of three schools that were closed in the course of the last year.

The Secretary inspected several schools during the last cold weather in the part of the district under his charge, and Deputy Collector Rája Jaikishan Das Bahadur, C.S.I., did the same; but they found it impossible to test the attendance, owing to the prevalence of sickness.

The work of the Deputy Inspector, M. Ishri Prasad, was in every way satisfactory, and the committee commend him to the notice of higher authorities.

The middle class vernacular schools in this district are ten in number, *viz.*—

	5 Tahsíli.
	1 Pargana.
	3 Halkabandi.
	1 Aided.
Total ...	10

There were this year 57 boys in the 1st class, of whom 22 passed, whereas last year there were 56 in that class, of whom only 17 had passed. Moreover, in the 2nd class more than 50 per cent. passed this year out of 57 on the roll, which contained only 48 names last year.

The falling off in the status is more clearly visible in the pure primary schools, and was, no doubt, due to the epidemic fever which appeared towards the close of the rains and did not leave the district until quite lately. It was by no means caused by any relaxation on the part of the controlling agency.

As to the four female schools, two—Chandpur and Nihtor—have been closed from 1st April, 1880. Two schools, Jhalu and Morna, both maintained from the halkabandi fund, are doing their work as before.

There are 20 scholarships from the halkabandi fund. Of these, 11 at Rs. 3 each are allowed to such of the halkabandi scholars as proceed to study English at the Government zila school. The remaining nine at Rs. 2 each are allowed to those halkabandi scholars who join some middle class vernacular schools. Besides, two scholarships at Rs. 3 each are allowed by the Chandpur municipality for boys of the tahsíli school there.

The qualifications necessary to obtain these scholarships are ability and poverty, and to retain them, industry.

It is also noteworthy that of the Government 40 scholarships for the successful candidates of the vernacular middle classes of the whole of North-Western Provinces, four have been gained by the pupils of the schools noted below—

Zila school	1
Rehar halkabandi school	1
Chandpur tahsíli school	2
Total ...	4

Five students have got employment during the year,—one as a kanúngo, one as a patwári, and three as halkabandi school teachers.

The number of certificated teachers is comparatively small in this district. Out of the six tahsíli and pargana teachers and seven assistants, only five teachers and two assistants are certificated; and out of halkabandi teachers, only 30 have certificates. Still the number of certificated teachers has increased since the preceding year by 12.

The Secretary suggests that the committee may have power to increase the pay of such teachers as may raise the standard of their schools. This can be easily managed if a small sum is provided in the budget for the purpose; without some such proposal promotion would so stagnate that teachers would have but little incentive to hard work.

Another proposal that he makes is the introduction of patwáris' papers into boys' schools. "I found when on tour that in all villages where this suggestion was made the cultivators' faces lit up, and they readily agreed that *then*, indeed, it would be some use in sending their boys to school. This would be a tangible advantage which they could appreciate, while that of education in the abstract has no charms for them.

There can be no difficulty in this. Copies of such of the patwáris' papers as would be useful, *e.g.*, khewat, khasra, and jamabandi, may be furnished to the principal schools, the teachers of which would explain their meaning to the boys. Should anything not be understood by the teacher, the Deputy and Sub-Deputy Inspectors can explain it on their visits to the school. I believe that if in this way the pupils get an insight into those papers, it will do more to check the machinations of patwáris than a thousand circulars of the Agricultural Department."

This proposal is supported by the Commissioner.

Moradabad. - Secretary, Mr. Cruickshank. The Secretary says:—"Though there was no change in the total number of schools, there were, during 1879-80, eight changes made in the locality of schools.

The amalgamation of the Chandausi municipal free school with the halkabandi school was alluded to in last year's report. The Dhanaura municipal free school will be amalgamated with the halkabandi at the same place as soon as the building has been completely repaired. Arrangements have also been made for uniting the Hasanpur free school and the tahsíli school in one building, as was recommended by Mr. Graves (Inspector, Educational Department).

The committee are of opinion that wherever local necessities do not require schools in distinct parts of the town or village, it is undesirable to allow more than one school to remain open, as the rivalry of teachers is not found to be conducive to real progress in education; and a dual teaching establishment is not economical.

The decrease in attendance is in each case said to be the result of the epidemic of fever, on the detrimental results of which it is needless to here comment. Last year the diminished attendance was attributed to the effects of the famine year, and the causes at work this year operated on an already attenuated roll of pupils. That this is no suppositious cause my own experience in the cold weather convinces me, and the Inspector's remarks in some of the schools I visited, subsequently to his inspection, confirms this opinion.

Of the teaching staff, two masters died in 1879-80 and one resigned. The two main defects in the teachers noticed by Mr. Darrah last year, *viz.*, gross fabrication of records and parrot-like instruction continued, as my inspections in the cold weather satisfied me. The former is due to causes beyond the control of any committee, and is often impossible of proof, though one may be morally certain of its having happened. Moreover, it is useless to remove teachers wholesale, for their successors would probably be just as crooked and equally unintelligent. The parrot-like teaching is a habit acquired in the course of centuries and cannot be overcome at once, or, indeed, at all, until teachers are first taught the rudiments of the art of teaching. Their pay and prospects are not such as to tempt a good class of men, and at present the only task the Secretary of Local Educational Committee can hope to perform is that of gradually improving the teaching power of the district by encouraging deserving, eradicating worthless, and supervising, as far as possible, all the teachers. This is a work which in the nature of things can show no marked improvement as the result of a short year. This also is a work that is liable to be much thrown back by frequent changes in the controlling agencies.

Mr. Darrah was Secretary to the committee till November, at the end of which month I joined this district and took up the appointment. The year began with Agha Ali as Deputy Inspector. His unfitness for the post is too notorious to need remark here. The district schools will long bear his mark. He was succeeded by Durga Parshad, who was also quite unfit for the post, through no fault of his own. He was perpetually disabled through illness and died in February. Then Sub-Deputy Inspector Mannu Lál, acted as Deputy Inspector for a short time, being succeeded by Zain-ud-dín Husain in April, 1880. Each of these changes means a break in the continuity of the ordinary routine work, and delay, while the new incumbent was learning the details of his duties. Their effects was as detrimental as their happening was, no doubt, unavoidable.

During the year nine teachers were degraded, 15 were fined, and 19 were transferred, the latter chiefly by way of warning previous to punishment.

Mr. Darrah, when Secretary of the Educational Committee, started a note-book with a separate page for each school. In this book the result of the inspections by the Secretary are recorded. There were 47 schools inspected last year, and since I have been in charge, I inspected 52, principally those in respect of which no previous notes had been recorded. In time this book will form a valuable aid to the Secretary, as the rise and decay of each school will gradually become evident from an examination of these memos., and amongst other matters there will be ready to hand some materials for forming a judgment on the following points:

(*a.*) The expediency of closing an existing school, opening a new one, or amalgamating two or more institutions in the same place.

(*b.*) The progress of the school in tuition, and the merits and defects of individual teachers (*e.g.*, the majority of the pupils are frequently in the lowest classes and the upper classes have purely a nominal attendance, any changes in this respect are noted.)

(*c.*) The propriety of transferring a teacher, owing to differences of caste and religion rendering his presence inadvisable; for the good-will of the zemindars is a most important element in the success of a school.

(*d.*) The advisability of building a Government school-house or of renting a zemindar's house, or, in the case of new schools, procuring a rent-free house until the stability of the school is ascertained.

(*e.*) Whether the schools are thoroughly and frequently inspected by the Deputy Inspector and Sub-Deputy Inspector. Local inspection alone can satisfy a Secretary as to the inspections of the Deputy Inspector and Sub-Deputy Inspector being of any use or being merely conventioned. The committee are satisfied with the Sub-Deputy Inspector, and hope that the new Deputy Inspector will prove equal to remedying the defect caused by the unequal work of his predecessors and aggravated by the recent epidemic.

The middle schools show no noteworthy change from last year in their constitution.

As a rule, the examination of pargana and tahsili schools made by the Inspector of Education show :—

1.	Roll and average attendance	Below the mark.
2.	Classification	Incomplete.
3.	Class proficiency	Not good.
4.	Status	Inefficient.
5.	Progress	Declined.

I inspected several of these schools in the cold weather, and my opinion coincides with the Inspector's. Like him, however, I consider that most of this deplorable result is due rather to the peculiar difficulties the teachers had to contend with in the year under report than to inefficiency of the teachers. The result of the annual examination in the middle schools was—

In the year under report two examinees out of six passed, last year only one out of 27. The smaller number who attended the examination is due to the results of the epidemic fever.

The Moradabad mission school was found by the Inspector to have not improved, and a better paid staff of masters was strongly recommended. The branch mission school showed diminished attendance. The Christian girls' boarding school is much commended, specially for the practical portion of the instruction, *i.e.*, in knitting, sewing, cooking, &c. The mission schools at Sambhal and Hasanpur are fairly prosperous, and the Inspector's notes on them compare favourably with his remarks on the Moradabad school. The Moradabad city school is the only middle one; of these the other three are primary, but it was thought better to remark on these schools in one place.

The Anglo-vernacular school at Amroha, formerly aided by Government, has been considerably reduced as regards its teaching establishment.

Reductions were made by the municipal committee of Amroha acting on the suggestion of Mr. Graves, that the aim of the former school was unnecessarily ambitious. The higher classes contained few pupils and a higher English education is obtainable at Moradabad. The municipal committee concurred with the Inspector's opinion, that it was not just to tax the community for the benefit of a few selected individuals, and reduced the tuitional staff to one more suited to the means and requirements of Amroha. The head-master was provided with a post in the Educational Department on his dismissal.

Primary education is imparted at the halkabandi municipal school, and a few aided and unaided municipal schools. Having only joined this district at the end of November and being charged with special work during most of my tour, I could not devote so much of my time as I could have wished to the inspection of schools. The diminution in attendance, caused by the sickness, and the fact that, in the cold weather, a district officer cannot devote the time of day at which the schools are full to the work of inspection, sometimes rendered my visits useless as regards testing the tuitional results. Such visits, however, acquaint one with the character of the teacher, the state of the building and furniture; and the knowledge that a superior may turn up at any moment to inspect the school acts as a salutary check on teachers cooking their registers or absenting themselves without leave. The year under report was such an abnormal year that no fair estimate can be formed from the results of inspections made when the effects of the sickness were at their worst. I may note that geography is taught most mechanically—no idea of relative distance is conveyed to the pupils. The table of distances on the map is not known or understood by many teachers. In reading, the meaning of the words read is not explained by the teachers. In history, the answers, as a rule, showed lamentable misapprehension of the meaning of the facts learnt by rote. Arithmetic was the branch showing most intelligent results.

Twenty scholarships at Rs. 3 per month were sanctioned for this district for the year under report. Only Rs. 609-9-4 were expended instead of Rs. 720. The reason of this was that many students left school, owing to sickness, their stipends consequently lapsing for the period of their absence. There was also great remissness in the Deputy Inspector's office in reporting this; for it might have been possible to give the vacant scholarships to others."

Budaun.—Secretary, Mr. Whish. "Everything that can be done is being done to secure greater accuracy in statistical statements, but returns which are quite reliable will never be obtained until some better plan of inspection than that at present

in vogue is devised, so that teachers should not obtain the information they now do about the inspecting officer's whereabouts. If the Deputy Inspector were allowed a sum for the maintenance of, say, 16 kahárs, who could take him 20 or 30 miles at a moment's notice, he would be able to inspect most schools in a really satifactory way. The statistics of attendance furnished by teachers would be completely checked by the number of pupils actually found present at the unexpected visitation.

Taking the returns as we find them, there were, during the year under report, 4,025 boys and 209 girls reading at the Government schools of all classes. Of these, the average attendance is returned at 2,8.6 and 160 respectively. Comparing these figures with those of five years previous (statement A.), we find a falling off of 633 in boys and 134 in girls. As a reason for believing that this decrease is more owing to increased accuracy in registration than to decline in educational status, it is observed that the falling off is in the lowest class of schools, where it may be presumed that supervision was most lax, whereas in secondary schools there is an increase.

The second test of the progress of a district in education is the percentage of educated persons on the whole population. Owing to the famine and fever epidemic, the population of Budaun has probably not increased very much. The attendance list, therefore, will show us what we may expect. From 1·5 in 1874-75, the percentage has fallen to 1·25. The identical remarks made with reference to the subject of the last paragraph apply here also. No mention has been made of the fever epidemic as a reason for falling off in numbers, but there cannot be a doubt that such an effect was to be apprehended from this cause. Taking this and the increased accuracy in returns into consideration, it is, perhaps, to be wondered at that the deficiency is as light as it is.

The third test by which it is proposed to measure the success of the district is the result of the middle class examination. We can speak with confidence on this subject, because there never has been any suspicion of copying in Budaun.

Out of 39 pupils who presented themselves for examination, 13, or 33 per cent., were successful. Last year only one out of 38, or 2 per cent., passed, so that there has been a great improvement this year; in fact, such a large number have never passed before.

Lastly comes the question of drafting of scholars from village to higher schools, on scholarships, if possible, to receive superior instruction. This subject will be returned to further on. It will not be denied that it is a proof of educational progress when the higher schools of a district absorb the most promising scholars from the village schools, although there may be differences of opinion as to whether the latter should teach above a certain standard or not. It will be seen that this year (as well as last) we utilized to the full our allotment for scholarships, and have sent up 19 boys to tahsíli schools and to the zila schools, against 21 last year, the difference being due solely to deficiency in funds this year. Five years ago only 13 boys availed themselves of a scholarship. Scholarships are generally given on the result of the annual examination, but it often happens that there are not enough passed boys to absorb them all; when this happens care is necessary in awarding the assistance only to those who really require it. I am inclined to think that very little is done here to persuade parents, who can afford to do so, to send their children to superior schools without the inducement of a scholarship.

Constant complaints are made of the apathy of the non-official members of committees in other districts. Budaun is particularly fortunate in the services of the Rev. Mr. Hoskins of the American Mission. Mr. Hoskins takes every opportunity, both while on tour in the winter and while in the station in the summer, of examining the Government schools and attending the meetings of the committee. I have received most valuable assistance from some of Mr. Hoskins' suggestions as to school administration during the short time that I have held charge of the office of Secretary, and I have no doubt that former incumbents, with a larger experience, would make the same acknowledgments.

The district officers have always been in the habit of examining the schools which they come across in their cold-weather tours, with, no doubt, most beneficial results. During the year under review the Inspector examined all the superior schools of the district, and was generally pleased with all except the Ujháni pargana school.

As I made no tour, I was unable to do more than examine the city schools. I did, however, see the Ujháni school, and fully concur in the unfavourable opinion of the Inspector with regard to it. The Deputy Inspector has seen all the schools of the district twice and several three and four times. The committee have every reason to be satisfied with his work and that of the Sub-Deputy. The latter is an old and deserving district official. It is, perhaps, premature to pronounce on the performances of the superior officer, as he has been only a year in the district. No doubt, however, the signal success in the annual examination is principally owing to the Deputy Inspector's exertions.

There is no tahsíli school in the Dátaganj tahsíl, but the other four tahsíls, Gunnaur, Sahaswán, Bisauli, and Budáun, have each one in every case located at the head-quarters of the tahsíls. Sahaswán alone of the four has a superior school besides the tahsíli schools, and there is no town or village other than the head-quarters to which the latter could advantageously be transferred, so that the location of the schools

seems judicious All these four schools are provided with good buildings. That for the Budaun school is now, however, entirely insufficient in space, owing to the increasing numbers on the rolls. A proposal for increased accommodation will be considered at the next meeting of the committee. The accommodation at an important school like this, daily increasing in numbers, ought to include a boarding-house. I should like to see each tahsíli school provided with a boarding-house. This question, however, is intimately connected with the larger one of whether superior instruction should be generally allowed in village schools or not, and will be returned to further on. All the tahsíli schools are in an efficient and prosperous condition.

There are two pargana schools—one at Islámnagar and the other at Ujháni; and the establishment brought under reduction when the Dátaganj tahsíli school was abolished has been transferred in the shape of a town school at Bilsi. These schools differ from tahsíli schools only in name, and the distinction seems a useless one to keep up. The reputation of these three schools is unfortunately not as good as that of the tahsíli schools. Only one, that at Islámnagar, is in a satisfactory condition. The schools we are now considering are, perhaps, better tested by success in the annual examination than by any other method. This examination is the legitimate and necessary goal of the middle class student, whereas it is the opinion of most of the Departmental officers that halkabandi boys ought rarely to compete. Taking tahsíli, pargana, and town schools together, we find that nine boys, or 39 per cent. of candidates, passed during the year under review, whereas none passed either last year or in 1874-75, which has been chosen for comparison. The numbers on the rolls have naturally fallen as compared with last year (593 against 687), owing to the fever epidemic; but, as stated under section I, compared with 1874-75, there is an increase.

Of the halkabandi schools 16 are classed with those under consideration. Three are especially good—Saidpur, Kumargawan, and Dátaganj The latter is the best in the district, and the teaching is as good in it as in a pargana school. The committee would at once transfer the Ujháni pargana school to Dátaganj, but that it is feared the latter would be spoilt by the introduction of fees. Of the three establishments above mentioned, two pay their masters Rs. 12 per mensem and one Rs 11. There is an assistant master in each Of the remaining 13 schools, the masters of three receive Rs.10-4-9, five Rs. 8, and one Rs. 7. There is an assistant master in all but two of these schools, so that there is not such an objection as there otherwise might be to their teaching above the halkabandi standard. The committee of this district has always been rather in favour of superior teaching in halkabandi schools. Now, however, that Government has declared against this course, and there is, I believe, a majority in the committee against it, it will not be so common as heretofore. My own opinion and that of the Deputy Inspector is that, if the higher classes are allowed, there should be more than one teacher, and the principal should receive a high salary.

Excluding the 16 halkabandi schools, which were mentioned in the last section, there are 84 in which "the three Rs." form the staple of the instruction. These lower primary schools have not as yet been classified here. The pay of the teacher, fixed with reference to the condition of the schools, has been the sole measure of grade.

The statements show that during the past year the whole number of halkabandi schools in the district had 3,224 pupils on the rolls, of which 2,231 are returned as having been in daily attendance. But, as explained above, the latter figure is certainly not reliable. Fifty-nine boys passed the local Deputy Inspector's examination. These figures include the superior schools treated of under the last section.

There are three schools supported by municipalities, two in Sahaswán and one in Budaun. One hundred-seventy-two boys read in these schools. One-hundred-thirty is said to be the average attendance. Fifty-eight boys passed the Deputy's Inspector's examination. There is only one Anglo-vernacular school in the district, situated at Sahaswán The Deputy Inspector does not exercise any control over this establishment. The English taught is said to be "execrable," so that it seems a pity that the schools should not be under the Deputy Inspector's supervision as regards the vernacular instruction.

There are two girls' schools supported by Provincial funds. The attendance is returned at 42 out of 52 on the rolls. The Inspector was pleased with the results of his inspection of the Gunnaur school.

One girls' school has been lately opened by halkabandi funds at Soi, with a roll of 27 girls. It contains only the elementary classes.

There are five schools, supported partly by Government and partly by municipal funds, and one supported by Ujháni municipality alone. In these six we have a roll attendance of 130, average attendance 98. In five of these municipal schools there are middle classes.

On the whole, the condition of native female education in the district is satisfactory. A large number of the girls in each school passed the Deputy Inspector's examination. There is at present very little system in the award of scholarships. Mr. Hoskins has, among other matters, brought to my notice that a number of incumbents were well-to-do and not particularly promising boys, and that some had failed to fulfil the promises under which they obtained assistance.

No effect seems yet to have been given to the suggestion that some of the municipal scholarships should be given to boys reading at tahsíli schools. Mr. Robinson, in

last year's report, states that this proposal has been favourably received by the committee. The whole subject will receive attention shortly.

The number of pupils educated in Government schools who have obtained situations in the public service is exactly the same as last year, 23. The Government order of last April, making the educational qualification a *sine quâ non*, has produced rather a feeling of insecurity among Muhammadans. More, perhaps, than any class of the native community, they look to the public service as a means of livelihood. A glance at the figured statements of the provincial report is sufficient to show how very few patronize Government schools. Perhaps it is the religious training, which goes hand in hand with private tiution, which is especially valued. The order under consideration must have closed the door of the public service to a good many intending Musalman candidates.

I have heard the feelings alluded to above express itself in complaints against the intelligent nature of the instruction given in Government schools—a criticism which is, perhaps, too well deserved.

Few remarks upon books are called for in a district report. I may, however, be allowed to say that the want of a good vernacular History of India is one which especially forces itself upon anyone examining a Government school. It is literally impossible that any boy can obtain an intelligent knowledge of the history of his country from the works at present in use. Pending the completion of the work which Dr. W. Hunter is preparing, I am drawing up a short compendium of Indian History, for introduction as a supplementay test-book into the schools of this district. The sanction of the Director of Public Instruction has been demi-officially obtained to this measure. I hope to complete the work in a few weeks' time.

Having made no tour, and having been little more than a month in charge of the Department when the report was begun, I could only comment upon the actual condition of the schools in the district as shown by the figured statements and informations derived from others. I must only now tabulate the general results of the preceding remarks, which are—

(1) Judged by the examination test, real progress has been made, other tests being unreliable because the returns are unreliable. The remedy proposed is some method of unexpected visitation.

(2) If halkabandi schools are to teach above the elementary standard, they should have one assistant master at least, and the principal teacher should have a high rate of salary.

(3) The sudder tahsíli school, at least, should be provided with a boarding-house.

(4) The real remedy for the inefficient condition of the lowest class of schools is to introduce some system of subsistence allowance, with additional payment for results.

I subjoin a few remarks on the teaching in Government schools, which are the result of my personal examination of the city schools :—

(1) Intelligent teaching, especially in history, is sadly wanted. I have suggested as one means of securing it obliging the teacher to have the map studied *pari passu* with the history, and not allow a single name which can be found out on the map to be passed over.

(2) More clearness in writing figures and precision in writing down the steps of mathematical operations is another want.

(3) A third desideratum I notice with some diffidence, as it might be considered a hobby. I mean some knowledge of the geography and history of the district in which pupils live. I cannot but think that intelligent teaching should include this."

The Commissioner adds :—"Mr. Whish evidently takes an intelligent interest in this branch of work, and when he has had the opportunity of visiting and examining for himself the several schools in the district, his report will probably be a valuable one."

Bareilly.—Secretary, Mr. Petre. "In December last the Pilibhít district was separated from Bareilly, and consequently the number of schools has been considerably reduced.

All the tahsíli schools and the Shahi school teach up to the 1st class. The Shahi school last year taught only up to the 2nd class.

In the number of scholars there is an improvement in all except Aonla and Faríd-pur. In the former the numbers have fallen from 130 to 122, and in the latter from 98 to 80. This may be ascribed almost entirely to the effects of the epidemic of fever in September, October, and November last. During those months many schools were almost deserted, and even later, when I was examining schools, I found many boys who had been got to school for the occasion, but who from fever were quite unfit to be there. This remark applies equally to tahsíli and halkabandi schools, and the excessive decrease of numbers in Faríd-pur, is what I should have expected, as the mortality from fever was remarkably heavy in that usually healthy part of the district.

Last year Mr. Stack reported unfavourably of the Shahí school, but the Deputy Inspector this year reports considerable improvement, both in numbers and efficiency.

Of the 106 halkabandi schools 99 are primary and seven middle class. Last year, including the Pilibhít district, there were only five middle schools.

During the year three schools have been closed and two new ones opened. The number of scholars on the roll in primary schools has decreased by 246, which may, I think, be attributed entirely to the epidemic above alluded to. All the schools have been inspected at least once by the Deputy Inspector, and also by the Sub-Deputy Inspector.

Owing to press of district work, I was unable to examine as many schools as I should have wished, but I inspected some 20 or 30.

The faults are still very much the same as those described by Mr. Stack in his report last year. Geography is generally very poor and arithemetic fair.

Many schools also have been inspected by the Deputy Collector, Maulvi Muhammad Karim, who has given much assistance. He has reported against a good many schools, and the teachers have been punished or dismissed when in fault. In several cases they were found absent from the school. In such cases a Native Deputy Collector often has great advantages over a European officer. His movements are not so well known, and I strongly suspect that the ordinary Native Deputy Collector is not considered likely to visit the school. Consequently, when he does do so, he often finds out the real state of a school far better than a European officer for whose visit every preparation is made.

I have reason to fear that teachers take more than the recognised number of holidays, and in cases of proved absenteeism I have almost invariably recommended the dismissal of the teacher, as I consider that nothing but the severest punishment can check this practice.

This year nine boys have passed out of 21 candidates; the number passed last year, including the Pilibhít and Baheri schools, was only seven.

At present, Rs. 35 are given monthly for scholarships in tahsíli schools and Rs. 39 to boys at the Bareilly collegiate school. In consequence, however, of the separation of the Pilibhít district, these sums will have to be reduced to Rs. 25 and Rs. 28 respectively.

There is only one girls' school now, *viz.*, that at Lilour. The result of the Deputy Inspector's examination is favourable. Out of 35 girls on the roll 29 were present and 23 passed.

The present Deputy Inspector (Muhammad Agha), Ali I believe, failed to give satisfaction at Moradabad, and I am glad to be able to report that, as far as I have seen, he has worked well since he came to this district in August last.

The native members of the committee have taken much interest in educational matters, especially Maulvi Muhammad Karim, Lala Lachmi Narain, Pandit Ram Narain, and Shaikh Tajammul Husain.

The committee is at present endeavouring to put on a better footing the local committees in the various tahsíls; but Bareilly is an unfortunate district in this respect, as nearly all the native gentry are residents of the city of Bareilly itself, and it is difficult in the outlying tahsíls to find gentlemen of position who are able to give much assistance."

Mr. Reid, the Collector, adds :—"The report is, on the whole, a satisfactory one, and most of the facts stated by the Secretary agree with my own observation."

Sháhjahánpur.—Secretary, M. Muhammad Ali Ján. The Secretary writes :—"During the year under report Mr. Addis, and afterwards Mr. Gill, had charge of the Educational Department, and it was transferred to me in the early part of the last month. I have no personal knowledge of the matters herein detailed.

The four tahsíli schools, *viz.*, Sháhjahánpur, Tilhar, Pawáyan, and Jalálabad, and one pargana school at Katra, have a total number of 341 pupils, against 324 of the previous year, showing an increase of 17 pupils, and the average attendance 261, as compared with 259 of the last year.

The school at Tilhar is working fairly. One boy passed the middle class Anglo-vernacular examination in the 2nd division—a better result than in former years.

The halkabandi schools are 106 in number. There has been a great falling off, both in the number and attendance of the scholars at these schools, in consequence of the fever and ague which was prevalent throughout the district, especially among the rural population.

The total number on the roll at these schools, as reported last year, was 3,193, this year the roll has been 2,940; and the average attendance 2,271, instead of 2,457; of the last year.

There are 16 halkabandi scholarships allotted out of the halkabandi funds to the most promising boys of the village schools who attend the high school, Sháhjahánpur.

The number of the Government halkábandi school-houses is the same (67) as reported last year.

Four school buildings fell down, owing to the heavy rains, and are now being rebuilt.

Seven schools were transferred from villages, where the attendance was not satisfactory, to other more suitable places.

The three Government girls' schools, *viz.*, two in the city and one at Tilhar, were attended by 60 Hindu girls, and the average attendance was 43 girls.

There are seven aided mission girls' schools in the district, of which five are in the city of Shâhjahânpur and two at Khera, Bajhera, at which 126 girl are receiving education, against 137 in last year. Out of 126 girls, 3 are Christians, 105 Hindus, two Muhammadans, and 16 others. These are all under the direct management of the American Mission.

The three aided boys' schools—Khera Bajhera, vernacular department (attached to the city mission school, and the Arabic school at Tilhar, have a total number of 203 boys with an average attendance of 130 pupils."

Pilibhît.—Secretary, Mr. Hardy. The creation of this district dates from the 1st November, 1879, and the Deputy Inspector commenced operations in the middle of December. The report, therefore, is of necessity a scanty one. The Secretary was occupied in one part of the district during the whole of the cold weather, and was therefore unable to inspect any of the schools The distribution of the halkabandi schools is at present very unequal and needs rectification. The number of scholars, as compared with last year's number, has fallen, in all the schools, from 2,119 to 2,075, a decrease attributable in a great degree to the very inadequate amount of inspection which the schools in these parts received while included in the Bareilly district. It is owing to the energy of Mr. Fazl-u-i-Rahman, the Deputy Inspector, that the falling off has not been greater.

The three highest classes show a deficiency of one only as compared with last year.

Of the 56 school buildings, 29 belong to the Government. Owing to the damage caused by the heavy rains the allotment for repairs was insufficient, and the sum of Rs. 500, allotted by the Bareilly committee for the erection of a school at Bardham, tahsîl Baheri, was therefore devoted to the more urgent work of repairs.

All the schools have been inspected by the Deputy Inspector since his appointment, some of them more than once. A good number have also been inspected by the Collector.

By a judicious system of rewards and punishments, some vitality has been infused into these hitherto torpid institutions. Six schools sent up candidates for the middle class examination, but only two boys passed.

The municipal school at Pilibhît is a large and well-managed institution, its head-master, Said Khan, having devoted himself with energy and success to its improvement. It has separate Sanskrit, Arabic, Persian, and Mahajani departments, and is maintained from municipal endowments. The municipal committee are anxious to raise it to the rank of a zila school. It is at present but slightly inferior to that grade.

The attention of the Bareilly school committee has been directed to the fact that hitherto the scholarship money allotted to Pîlîbhît has been drawn by Bareilly boys.

The state of education in this district is deplorably behindhand, and the depressed state of the peasantry forbids the hope of rapid improvement

The Deputy Inspector is capable and conscientious, and will, no doubt, do his utmost to improve the state of his schools.

FOURTH DIVISION.

Cawnpore.—Secretary, Mr. Harrison. No change took place in the number of schools, yet the number of pupils attending them fell from 6,697 to 6,160. This decrease is entirely due to the fever epidemic which prevailed the whole of last autumn, and which only commenced to abate when the cold weather had far advanced.

With regard to the instruction, however, the schools have kept up their position; having passed seven boys at the departmental middle class vernacular examination, the only fixed examination for these schools. The results of the Upper and Lower primary examinations, as shown in the statements, are those of the examinations held by the Deputy and Sub-Deputy Inspectors on their tours of inspection.

With regard to salaries, the steps that are now being taken to submit to Government a proposal for an increase, are, in the opinion of the committee, most necessary, as it is hopeless to expect the services of good certificated teachers on the present low rates of pay. This is a difficulty the committee have always experienced; and it is hoped that improved prospects will induce a better class of men to come forward.

Of the item of Rs. 2,219 under the head of "buildings and repairs," Rs. 844 is the cost of repairing 73 existing school-houses, and Rs. 1,375 the amount expended on the construction of seven new ones

Of the Government schools only three are located in rented buildings; all others are held in buildings lent rent-free by the owners.

Rupees 403 have been expended out of the allotment, Rs. 800, in the school fund budget in payment of scholarships to certain halkabandi and tahsîli school boys prosecuting their studies at the zila school. In future however, in accordance with the orders of Government contained in the review of last year's annual educational report, a portion of the allotment will be devoted to the encouragement of promising boys of halkabandi schools who proceed to some tahsîli or pargana school to prepare for the middle class vernacular examination.

The number of schools imparting secondary education, that is those which teach up to the standard required from students proceeding to the middle class vernacular

examination, was 33, comprising 9 tahsili, 3 pargana, and 21 halkabandi, compared with 44 last year. This decrease is due to 11 schools, having lost all the boys on the roll of the upper classes through sickness and other causes, being reduced to the status of primary schools. From these schools 66 candidates were selected to proceed to the middle class vernacular examination, but through sickness and other causes, of these only 33 were able to attend. Of these latter 6 passed in the 2nd and one in the 3rd division. Three were from tahsili and pargana schools and the remainder from halkabandi.

While these results do not compare unfavourably with those of last year, when 7 candidates passed out of a total of 55, it is to be observed that the success would no doubt have been greater had the other 33 candidates been able to attend.

The number of primary schools, 188, shown in the statements, is made up of the lower classes of 9 tahsili, 3 pargana, 166 halkabandi, 6 girls' and 4 municipal schools. The pupils in the 3rd and 4th classes have been classified as upper and the remainder as lower primary classes.

Those classes are periodically examined by the Deputy and Sub-Deputy Inspectors; and it is the result of these examinations which is shown in the statements.

The girls' school at Shiuli was again commended by the Divisional Inspector this year, when he visited it during his cold-weather tour, and granted a pecuniary reward to the pupils for their good answering. Much of the success of this school must be attributed to the interest taken in it, and in education in general, by Chube Sadhari Lal, the zemindar, who is also a member of the district school committee. The girls' school at Dharumpur was also reported of very favourably by Munshi Sanaulla Khan, the Deputy Collector, on his visiting it during his cold-weather tour.

There are four municipal schools, all of the primary class; and these are the only schools the attendance of which has not fallen off since last year. These are all situated in the city, where the pupils had, no doubt, more effective means of combating the fever epidemic than in outlying portions of the district.

Amongst the primary institutions is the mission school at Generalganj, which receives a grant of Rs. 38 a month from Government, and which teaches both English and vernacular. The number of pupils attending this school has fallen from 76 to 67. The authority of the committee over these schools is restricted to supervision and passing of grant bills, as laid down in G. O. No. 25A., dated 9th February, 1877.

During the year 23 boys have obtained employment as teachers and assistant teachers in halkabandi schools, but it is matter for regret that none of them have succeeded in obtaining Government employ in other departments.

The duty of supplying text-books devolves on the Deputy Inspector; but, at his suggestion, a sum of Rs. 71 was expended on maps of Asia and India for distribution to the different halkabandi schools.

In conclusion, the Secretary remarks on the difficulty felt by the committee in procuring certificated teachers. The Inspector, after his annual cold-weather tour, has recommended 16 teachers for dismissal on the score of incompetency; and a similar number were dismissed during the year under report, also at his suggestion. The vacancies thus created had to be filled up by pupils from the upper classes of other schools. The Normal school cannot be expected to meet the requirements of the committee; and it would, therefore, appear desirable that either candidates who have passed the middle class vernacular examination should be allowed to appear at the examination for uncertificated teachers held annually at the sudder station of each district, whether they hold a post under the Educational Department or not, or a certificate of having passed the middle class vernacular examination should of itself qualify the holder for employment as a teacher.

Fatehpur.—Secretary, B. Kalicharan. "There were at the commencement of the year 7 tahsili and 1 pargana, or in all 8 schools; but the number has since fallen to 7, consequent on the Khajwa branch school (a provision for which has been made in the halkabandi budget) having been converted into a halkabandi school; this also accounts in some measure for the decrease in the number on rolls and in the average attendance.

There is an increase in the number of schools in the year under report, caused by the opening of 3 new schools, but there has been a falling off in the number on the rolls and in the average attendance. This is attributable to the protracted illness which prevailed in this district, causing, in a large number of cases, the names of the pupils to be removed from the rolls.

There has been no change in the figures of the girls' school. This school is not doing well. The teacher has been allowed a grace of six months for its improvement, and warned of its future abolition in case it shows no progress within this period.

The number of municipal schools (2) is the same as in the last year; but there is in the year under report a slight decrease in the number on the rolls and in the average attendance.

The decrease in attendance is due to the prevalent fever. These municipal schools have also been unfavourably reported on. The Inspector of Schools found fault with the teachers and recommended their dismissal; but the committee has given them a grace for one year, within which time they are required to put the schools on a satisfactory footing.

There is a considerable decrease in the number of unaided schools as well as in the number on rolls and in the average attendance. The Deputy Inspector states that the existing schools have been personally inspected by him, and I believe the decrease in attendance of the boys is owing to the same cause to which the decrease in attendance of other schools is attributable.

Last year 25 boys were sent up for the middle class examination, but none passed; this year 5 boys were sent, of whom 1 has passed.

Twenty-two schools, or nearly a half of the number examined by the Inspector, were unfavourably reported on by him. He recommended the dismissal of 10 teachers and reduction of 9, and suggested that 3 teachers should be sent to the Normal school, and 4 schools abolished altogether. The committee has adopted his recommendations for punishment of teachers, but in rather a modified form. Instead of 10 the committee have dismissed 2 only. His proposal for imposing fines on teachers has been duly carried out, and the reductions of pay have been duly effected. Of the 4 schools recommended to be abolished, two only have been abolished, and the three teachers he recommended to send to the Normal school will be sent. Two of the deserving teachers were recommended by the Inspector to be promoted, and this has been done. I regret my inability to inspect any school myself, for my duties as Treasury Officer confine me to the station; but I am glad to say that several of the schools were inspected during the last cold weather by the Joint Magistrate, Mr. D. T. Roberts, Lieutenant A. J. Young, District Superintendent of Police, and Babu Madhoprasad, Deputy Collector, and that they reported favourably of the schools examined by them.

Eighty-five non-certificated teachers were examined during the year under report, of whom only 4 passed. Six teachers were sent to the Normal school.

The Deputy Inspector, Chhotey Lal, joined this district in July, 1879. He has been constantly on tour, and has now acquired a good knowledge of the district. He seems to be an experienced and painstaking officer.

The Sub-Deputy Inspector, Ganeshprasad, is a capable and hardworking man. He has been lately promoted to a higher pay; but I hope he may, on the occurrence of an opportunity, be promoted to a Deputy Inspectorship."

Bánda.—Secretary, Mr. Bird. In tahsíli and pargana schools there is a decrease of 90 boys on the rolls, and the average daily attendance has fallen from 379. to 340. Some boys left when required to pay fees, and teachers are beginning to understand that they derive no benefit from merely having a full register. The schools of Seonda and Kálinjar, examined by the Secretary, are in a very backward state. The inhabitants of the former place are poor, and unwilling, if not unable, to pay even the small fee required, consequently many boys stay away who would attend a halkabandi school. There are at present 12 free boys out of a total of 36, and more cannot be allowed. The result of the middle class vernacular examination is better than it has been for some time. Nine boys went up from tahsíli schools, of whom 4 passed, and 4 from the Karwi halkabandi school, 2 of whom passed.

In halkabandi schools the total number of boys on the register fell from 4,108 to 3,806, and the average attendance from 3,889 to 3,003. The prevalence of a severe type of fever from June to January is quite sufficient to account for the decrease in gross numbers. The average daily attendance can hardly be trusted, as it is almost impossible that with fever so prevalent so many boys were able to attend. During the cold-weather tour the Secretary found several cases in which the register was fudged, so that, though there has been an improvement in the matter of keeping correct registers, they are still, in halkabandi schools, far from trustworthy. Mr. Dodd, the Inspector of Schools, examined a large number (61) of these schools, and reported most of them as inefficient. His inspection notes are of great assistance to the committee, and his plan of sending them immediately after he leaves the district renders them still more valuable.

Six new halkabandi school houses are being constructed at a cost of Rs. 120 each. The zemindars, as a rule, come forward to assist by giving wood and sometimes labour, so that fair houses can be constructed at the above-mentioned cost.

The number of non-certificated teachers is very large, and the attention of the committee is directed to getting a better class of men; but at the present small rate of pay there does not appear much hope of success. A few men are sent each year to the Normal school, but some throw up their appointments when asked to go there, and this year two men ran away when half the course was over. It is impossible to insist upon teachers passing the examination on pain of dismissal for failure for in the first place good men would be lost, and in the second place none could be found to succeed the men dismissed. Two schools are now closed because no qualified persons can be found to take the teacherships.

No fixed vacation is allowed, but a month's privilege leave is given in the year. The teachers are very closely watched to prevent their absence without leave, and any teacher found out is severely punished. The men are now somewhat afraid to absent themselves, though they sometimes think it sufficient to send an application for leave and take it for granted that it will not be refused, and are often so independent that if leave is refused they send in their resignation. Mr. McConaghey, the Collector, Mr. Rose, Joint Magistrate in charge of Karwi, and Mr. Bird, the Secretary to the

Committee, inspected schools. The remarks made by each officer were laid before the committee, and the necessary orders on them passed. The Secretary observes :—" When I first came to the district, I used to go to the schools without giving any notice, but I found that the plan did not work well. In the first place the examination cannot be a thorough one, and in the second nothing is gained. There appears to be no object in going without notice except to see whether registers are kept right or not, and I am now quite convinced that you can at no time in the day find present the full number of boys who attend during the day. Some come early, some late, and very few stay more than a couple of hours. The times for visiting schools must generally be the morning or evening, just the times the boys absent themselves. The results of my examinations were not very satisfactory. In every school almost the number of boys in the 7th class was far too large, and it was not uncommon to find boys who had been in it for over two years unable to read a line. Hardly any of the schools have got a 3rd class; several have got no 4th, and in the majority the 4th class is numerically weak."

Of the four municipal schools, two are fair, the others not so good.

As regards indigenous schools, the Secretary says :—" I examined some boys who had recently joined a halkabandi school from one of the indigenous ones, and the peculiarity of the teaching appeared to be that arithmetic was taught to the entire neglect of other subjects. I found one boy who could do simple proportion and hardly knew the letters of the alphabet."

M. Kurban Ali, the Deputy Inspector, was suspended in January, and the Secretary did not see much of his work. In a few months he had made himself thoroughly unpopular with every one he came across, and both boys and masters complained of him. Pandit Baldeo Parshad, Sub-Deputy Inspector, as usual, gave satisfaction. He is a hardworking, zealous officer.

Hamírpur—Secretary, Mr. Macpherson. Two halkabandi schools have been abolished and five new ones have been established tentatively. The expenditure on middle schools is much larger than the amount entered last year, when, by an oversight, the charges for scholarships were omitted.

The number on the rolls in primary schools, on the 31st of March, is rather less than it was last year, as is also the average daily attendance. This decrease may be accounted for by the unusual prevalence of sickness in the hot weather and rains, but the Secretary is inclined to think that the returns are not to be relied on. The discrepancy between the numbers of last year and this year in the upper and lower divisions is owing to a mistake in the returns last year.

Four schools have been built during the year, and five are in course of construction. Too many schools seem to have been built. Several years should be allowed to elapse after the establishment of a school before a school-house is built. Zemindars are anxious to have schools established in their villages, but the novelty of the thing soon wears off and the schools become utterly inefficient. As a rule, also, they apply for the establishment of a school in order to provide for some *protége* of their own, and then their interest ceases.

The Secretary has inspected a considerable number of middle and primary schools. Mirza Kaisar Bakht has been Deputy Inspector during the year, and has worked well, but he shows a lack of energy, which may be accounted for by the fact that he is dissatisfied with his post, and considers that his birth entitles him to a higher appointment in the Revenue Department. "This," the Commissioner observes, "is matter of regret. Mirza Kaisar Bakht should be kept up to his work." M. Hori Lal was Sub-Deputy Inspector up to January, when he was transferred on promotion. His work was satisfactory.

Nine boys passed the middle class vernacular examination. Of the tahsíli schools, that at Ráth maintains its position as the best in the district and one of the best in the division. The master, Sultan Khan, takes a real interest in his work, which is more than can be said for the majority of the teachers. The Mahoba school has improved.

There has been no improvement in the schools for primary education. It is only for a year or two that zemindars take any interest in a school. After that time the scholars are withdrawn and the school is left with some eight or ten boys whose attendance is irregular.

The Secretary visited several schools unexpectedly, and in two or three instances found neither master nor boys and the school closed, and in all cases found the number present very much below the number on the roll. The committee are now taking measures for reducing the number of the schools, as it is inexpedient to maintain a school for four or five boys.

The committeet are also recommending an increased scale of pay for the teachers, as good work canno be expected from men paid as they are. The present budget allowance will—when the proposed reductions have been made—nearly suffice for the contemplated increase of pay.

This proposal is recommended by the Commissioner.

There are only two girls' schools in the district. The Maudha school (aided) will be closed, as the Inspector cannot recommend the continuance of the grant.

There are unaided schools all over the district, but correct returns for them ae

almost impossible The Sanskrit Páthsálá at Hamírpur has an endowment of Rs. 197 raised by voluntary subscriptions.

Thirty-three boys receive scholarships : 2 at primary schools, 30 at middle schools, and one at the zila school. Fifteen boys have obtained employment in the public service on salaries ranging from Rs. 15 to Rs. 5.

The Commissioner observes :—" A somewhat gloomy report ; but forewarned is forearmed ; and I trust the exertions of the committee to improve the present low standard of education reported to be prevailing in the district may be successful." The Collector approves the committee's proposal to close a number of village schools and raise the pay of teachers for the rest ; and he believes that the registers of attendance contain gross exaggerations, and that schools in remote villages exist only in name, particularly during the rains.

Allahabad.— Secretary, Mr. Thomson. The Secretary says :—" Mr. P. Gray held the office of Secretary during the greater portion of the year, till his transfer from this district. The committee met once every month during the year, and the tahsíldars who were last year reported by Mr. Gray as having taken no interest in the cause of education have this year been stirred up to a consideration of this branch of their duties, and now attend the meetings of the committee when any important business connected with their several parganas has to be transacted. I fear that hither to the native inspecting officers of the Educational Department are partly to blame for the former state of affairs ; considering themselves as belonging to a separate department, they kept aloof from, and worked independently of, the tahsíldars, and neither sought for nor obtained the benefit of the local knowledge and influence which the tahsíldars possess, and with the aid of which they might have helped to improve the state of education of the district. This state of affairs has now been remedied, and it is to be hoped both departments will work harmoniously together for the common good.

During the year under report there have been 216 schools of all denominations : 211 for boys and 5 for girls.

The tahsíli schools remain unchanged, but the classification last year was incorrect. Of them, one, the Kara school, is a primary school, while of halkabandi schools 14 instead of 5 are middle schools at present, though now orders have been issued to reduce 9 of them to the condition of primary schools. The remaining 5 are Daranagar, Sikandra, Kalianpur, Kathauli, and Karari. Of these, I have transformed Daranagar into a tahsíli school and reduced Kara to a halkabandi school. The condition, however, of all these middle schools is far from satisfactory. Of the so-called tahsíli schools, only two have a first class. Regarding the allocation of these schools, I do not agree with the Inspector, who last year suggested that they should always be at the head-quarters of the tahsíli.

To show how inefficient the education in all these middle schools has been this year, I have only to note that from only one school (Saiad Sarawan) did any boys present themselves for the middle class examination. They were only two in number, and they both failed. Only one of these tahsíli schools, the Karchana one, has been favourably mentioned by the Inspector, and it has only been pronounced to be 'fairly efficient.' The figures for these 22 middle schools also how show bad things are. The numbers on the rolls of the 1st and 2nd classes amount only to 72, *i e.*, rather more than three boys a school ! The actual attendance is much less. The expenditure has been apportioned thus the head teacher having to teach the first three classes, two-thirds of his salary has been allotted to these middle class schools. This shows a high rate of cost to Government, Rs. 10-14-7 per boy.

The indigenous schools entered in last year's returns, *viz*, 3 middle and 176 primary, I have struck out of this year's returns. I regret to say these figures seem to be altogether fictitious ; no trace whatever can be found in the office as to either the names of these schools or where they are located.

Of the four aided English schools, only one is classed as middle and one is for girls. All are located in Allahabad and have never been inspected by the former Deputy Inspectors, who did not know English. They will now be inspected by the present Deputy Inspector.

The nine unaided Anglo-vernacular schools have also been removed from the returns. They are not under the control of the committee, and were closed by Mr. Gray in October last. Three of them, however, still survive, the subscriptions for them being still kept up ; they are Karchana, Phúlpur, and Handai. Other subscriptions were withdrawn. Two of these schools are located at the Government buildings at Karchana and Handia, and their remaining there interferes with the success of the Government tahsíli schools also located in the same buildings. The buildings are not sufficiently large to accommodate both schools. The same boys learn both English and vernacular, but more attention is given to acquiring a smattering of the former before the boys have been thoroughly grounded in even the three R's. in vernacular. I propose to locate these Anglo-vernacular schools in other buildings. It is different with the school at Phúlpur, which is large enough to accommodate both schools, and was built partly by subscriptions.

Halkabandi schools are now 170,—169 for boys and one for girls. Last year they were shown as 182 + 6 aided = 188. The six aided schools were only so *in name*,

and have been shown this year as halkabandi schools. Thirty-one schools were closed during the year and eight were opened. The difference therefore is 23. Therefore 188—23 = 165 + 5 shown last year as middle schools = 170. The condition of these schools is as bad as bad can be. The Inspector, who personally examined 135 schools in this district, pronounced only two halkabandi schools to be efficient and only one to be 'fairly efficient:' 35 'were disgracefully inefficient,' 14 were 'most inefficient,' 24 were 'very inefficient, and all others were 'inefficient.' Only 15 schools had improved, while 33 were 'stationary' and the others had 'declined.' The Inspector has taken great pains to record in detail his opinion on each school, and has forwarded a copy of his remarks in each case to the committee, who are most grateful to him for the valuable information so supplied. The committee have acted on his suggestions as far as was possible, and have dismissed and reduced many useless and lazy teachers. No doubt the standard of the Inspector is high, but the reports received from him were so strong and disclosed such a rotten state of affairs that strong measures were called for. This only shows how utterly useless native inspection of schools has been and how utterly careless and remiss in their duties the former Deputy Inspectors were. It is difficult in such a state of affairs to remedy the evil at once, but much has already been done in the way of closing useless schools and dismissing uncertificated lazy teachers. The radical defect is the class of teachers now employed. They are most of them uncertificated men, who have been allowed to go on from year to year doing next to nothing. They have never been forced to go up for the teacher's examination. Those who have gone up have, year after year, failed in nearly every subject. Last year, out of 84 only three succeeded in obtaining certificates. I expect that this year the result will be worse. It is impossible, if all such men were at once dismissed, to get enough competent men to take their places. This must be done gradually. At the end of March, 1879, there were only 40 certificated teachers in the district. At the end of March, 1880, there were 52. By the end of the present year there will be very many more. The former Deputy Inspectors perpetrated many jobs. I may instance one which has just come to light. At one school the son of one of the zemindars was entertained and paid as head teacher for the sole purpose of getting boys to attend the school. A Naib was entertained to do all the work. The former did nothing and knew nothing. In several villages where the community were Hindi-speaking, teachers who knew nothing but Urdu were kept on. How could such schools be anything but failures? Such teachers have now been replaced by men who are certificated, know and can teach Hindi. A rule, also laid down by the former Deputy Inspector, which had bad results has been abolished. This was that every school must have at least 30 names on the register. This led to teachers entering many fictitious names. Little or no regard has been paid hitherto to proper classification of classes. Boys were allowed to remain on for years in the same class. This year, when inspecting one or two schools, I saw great men produced who knew next to nothing, and the Inspector has noticed the same in his remarks on certain schools.

I have also made a redistribution of scholarships and allotted two-thirds of the amount at the disposal of the committee to boys who will proceed from halkabandi to tahsili schools, reserving only one-third for boys who go from the latter to the High School. It is hoped that all these changes may have a beneficial result, but improvement can be but gradual, as matters have been allowed by the former Deputy Inspectors to become so bad. It is impossible for any Secretary, however energetic he may be, with other heavy work on his hands to efficiently look after education without the help of a good Deputy Inspector. I anticipate, however, much good will result from the work of the present Deputy Inspector, Din Dial, who is active and takes great interest in his work. The former Deputy Inspectors, Nawazish Husain and Zainuddin Husain, were altogether lazy and incompetent, and I should be glad to hear of their having received at least heavy censure for the disgraceful condition into which they have allowed educational matters to lapse in this district.

It only remains for me casually to notice (1) the municipal schools, (2) girls' schools. The former are six in number, and I would suggest that they be placed under the management of the committee and be inspected by the Deputy Inspector. Their number has increased by one this year. There is also one such school which is aided by the municipality and which is shown separately.

Girls' vernacular schools are also this year the same in number as they were last year: two are in the city. The third is at Pâwan, and last year was erroneously shown among the halkabandi schools. I fear it is not in a flourishing condition and soon will have to be closed. The city schools are not much better.

Only 50 of the halkabandi schools are located in Government buildings; the rest are in rented or borrowed buildings which in many cases are inadequate for the requirements. Of these 50 buildings three were erected last year. Four more school-houses are now under construction at an average cost of about Rs. 200 each. Care is taken that buildings should only be erected when the school is likely to be permanent and prosperous."

Mr. Markham, the Collector, adds;—"I beg to submit the report with an expression of regret that my heavy duties do not permit of my identifying myself personally with educational work in the district; but I know it to be in good hands now."

Jaunpur.—Secretary, Mr. Reynolds.—"The number of middle vernacular schools has been reduced from five to four. The pargana school at Badshahpur had, from various causes, fallen so low in point of efficiency that it was thought advisable to reduce the 3rd class and to make the teachers confine their attention to the lower classes. I hope, however, that this school will soon regain its former position. In the four schools remaining it is satisfactory to find that, in spite of the reduction in number, the average number of boys on the rolls and the average daily attendance has actually increased, being 30 and 23 this year respectively, as against 23 and 17 last.

That these schools have really improved is also shown by the fact that three pupils have this year passed in the middle class vernacular examination, while last year the committee had, with regret, to announce the total failure of all the candidates.

The number of primary schools has increased from 130 to 141 (eleven new halkabandi schools having been opened in the course of the year).

The average number on the rolls has increased from 4,810 in 1878-79 to 5,171 in 1879-80, but the average daily attendance has decreased from 4,166 to 3,893. This result is, no doubt, due in a great measure to the prevailing sickness at the close of the last rains, but more careful registration is also a cause. Last year's figures (when there was an average daily attendance of 4,166 shown out of an average on the rolls of 4,810) were suspiciously high.

This year there are no unaided (country) schools shown.

The entries made in former years were, to all intents and purposes, guess work, no record being kept of such schools, and they are therefore omitted altogether, the more especially as those which are in existence are of a very worthless character.

The girls' schools remain the same in number—namely three, but the attendance has, unfortunately, slightly fallen off."

Tahsili and Pargana Schools.—Of this class there are five schools and one branch school. The Secretary visited each of these schools during the cold weather, and examined the pupils of one (the remainder were examined by the Inspector during his tour.)

In Mariahu there is one tahsili school, not in good order.

In the Machhlishahr tahsil there is one tahsili school and a branch school in Machhlishahr and a pargana school at Badshahpur. The tahsili school showed a very fair state of things.

Of 70 boys present at the examination only 23 were in the lowest class. Of the 70 no less than 42 passed in dictation, and 50 in arithmetic.

Five candidates went up from this school for the middle class vernacular examination, of whom one has passed in the third division.

With the branch school the Secretary was not so well satisfied.

The Naib was unfit for his post, and has since been transferred.

The pargana school is in an unsatisfactory condition, though showing a slight improvement on last year. The great difficulty experienced hitherto has been to get masters to remain at the place. The present incumbents, however, seem inclined to settle down to their work.

In Khutahan the tahsili school is at Shahganj. The Secretary went to the place (unexpectedly) and found only seven boys present. The inhabitants of Shahganj itself are chiefly "banias" and are quite content with the education given at the indigenous schools, not caring apparently that their children should take up the higher subjects taught in a tahsili school. Of the pupils most come from the surrounding villages, and there are very few actually residing in Shahganj. Two boys went up for the middle class vernacular examination, but both failed.

The Kerakat tahsili school was examined by the Secretary, and, so far as the result of his examination went, the school had fallen off, the failure of the boys in arithmetic being very marked. Two boys of this school, however, passed in the middle class examination, and judging the school by this result it is the best in the district.

Halkabandi schools.—Of these there are now 131 in existence, in nearly all of which the 3rd, 4th, and 5th classes have been examined in the course of the cold weather by either the Secretary or the Inspector, those not examined being schools that have only recently been started.

Of the schools examined by the Secretary, he was extremely pleased with two,—those of Pisára and Senahpur, especially the former, where, although the boys were much younger than the average, not a single one failed in dictation, the handwriting being remarkably clear and good. The remainder were—one good, two fair, three moderate.

In the whole district, during the last cold weather, 1,141 boys have been examined by a European officer, of whom 600 have passed in dictation and 617 in arithmetic.

Of the 117 schools, six were excellent, five very good, 19 good, nine fair, and 18 moderate.

Where rather more than half the schools in the district can only be classed as bad, it would be idle to suppose that the state of things is altogether satisfactory; still, on comparing this year's remarks made by the Inspector in the various log-books with those made last year, it is clear that, on the whole, matters are improving, and the

large amount of sickness prevalent last year, no doubt tended to retard the progress of the schools.

The fault nearly everywhere is that the masters seem to think that the number of boys on the rolls is the test of their efficiency. "In my opinion (says the Secretary) it is an absolute impossibility for one man to teach more than 30 boys at the outside, and seeing that the lowest class have to be taught the very rudiments where each boy requires more or less individual attention, I very much doubt whether he could *properly* teach even so many, yet in some schools I find 40, 50, and even more boys on the rolls with only *one* master.

"The girls' schools appear to be in a fairly satisfactory condition, the one at Patli Narindpur being reported on very favourably by the Inspector.

"There is no change to be noted in municipal schools.

"In conclusion, I would say that whatever improvement may have been effected in the general efficiency of the schools of this district, it is due in a large measure to the Deputy Inspector, Amanat Husain, who has been here since the commencement of July last. He takes great interest in his work, and I have every reason to be thoroughly satisfied with him.

"Until, however, the committee is in a position to offer higher salaries to the masters, it will, I fear, be hopeless to expect anything very wonderful. A service where the highest paid man only gets Rs. 10 per mensem, and where the majority receive only Rs. 6 or 7, does not offer sufficient attraction to induce really good men to apply for appointment; and to teach even the merest rudiments *properly*, requires a man with some considerable knowledge and a proper training."

FIFTH DIVISION.

Azamgarh.—Secretary, Mr. Evans. Three *parganas* have been transferred to the Ballia district, and the number of halkabandi schools has been reduced by 16 and of tahsili schools by one. The decrease in the average daily attendance is due to the fever which prevailed for some three months. Of the eight tahsili and pargana shools four are pronounced efficient. Arrangements are being made to improve the others. As regards halkabandi schools, in former years the teachers were too ambitious and attempted to reach a standard which was found too high for them. In accordance with Dr. Thibaut's suggestion, a certain number of schools was selected, and no other schools were allowed to teach beyond the 3rd class. The success of this measure is proved by the results of this year's examination. There are two girls' schools, both at Mau. Mr. Wyer has inspected the school for Hindu girls, and says that it is a great success. The schools for Muhammadan girls was not so favourably reported on, and the attendance is decreasing.

Twelve boys passed the middle class vernacular examination out of 42 candidates. This system of yearly examination has been in force since 1872, and up to this year only four boys had passed. This success is due to the energy of the Deputy Inspector. The teachers are very inferior. A number of incompetent men have been weeded out, but there are many left who have served for a long time and from whom no improvement can be expected. It is difficult to deal with such men. It is hard to dismiss a man who has served for 20 years or more simply because he cannot keep pace with the requirements of the day; and, on the other hand, no school entrusted to his charge passes a satisfactory examination.

Boys who have passed through the highest class of the primary schools are encouraged by the grant of scholarships to join middle schools for further study. At present there are 75 such scholars, all of whom come from distances of not less than 12 miles. At Azamgarh and Jaunpur there are 28 and 15 scholars of this class, and boarding-houses have been opened for the tahsili schools at these places. If the sum allotted for contingencies for tahsili schools were increased, it would not be necessary to spend money from the halkabandi funds for this purpose. About Rs. 20 per mensem should be sanctioned for this purpose. Mr. Wyer has inspected and reported on a number of schools. Copies of inspection reports by the Secretary also have been sent in. Sanction was asked, and refused, for building four new school-houses which were urgently required. Some repairs have been executed with the greatest possible economy.

The Deputy Inspector, Pandit Kunwar Bahadur, and the Sub-Deputy Inspector, M. Srinarayan, are highly spoken of. The Officiating Magistrate and President of the committee says, that the report "shows very unmistakeably that the cause of education has made good and satisfactory progress during the past year," and while he concurs in the Secretary's commendation of the district inspecting staff, he adds that "the measure of success now attained is in no small degree due to the zeal and intelligence with which Mr. Evans superintended this department during the year under report."

Mirzapur.—Secretary, Mr. Galbraith. "The district contains one zila school, three tahsili schools, one pargana school, 106 halkabandi schools, and five sets of aided schools, to which must be added two Government girls' schools and six municipal free schools,

Taking all these schools as a whole, I think that the Mirzapur district must be considered to be in a backward condition. Good work has been done in some of those schools, but as a whole much remains to be effected before anything like efficiency can be obtained.

There are three tahsíli schools in the district, *viz.*, at Gopiganj, Ahraura, and Kon. I have only been enabled to visit one of them, the Ahraura school. The Gopiganj school had 63 scholars on the roll, but the average daily attendance has fallen from 54·31 to 47·78. The school combines all the materials necessary to make it an efficient middle class school with but one exception. It failed to pass a creditable examination when examined by the Inspector. Rs. 75-6-0 were collected as fees as against Rs. 67-15-0 of last year.

In Ahraura school there are 64 boys on the roll, and the average attendance has improved from 45·00 to 47·07. I visited this school myself during the cold weather, and cannot say I was favorably impressed with the results. I should have called the school a good halkabandi school were I asked to form my opinion from the actual results then before me; indeed, the halkabandi school at Robertsganj passed a more creditable examination.

Kon is a very out-of-the-way place, and many years of fostering civilisation will be required before it can be considered fit for a tahsíli school. The roll has increased from 23 to 35, while the average attendance has fallen from 34·44 to 22·20: the increase is consequently only nominal; but, as I have said, a tahsíli school is quite out of place and never can succed there. The country around is sparsely inhabited, and the people there are much more in need of education in the elementary rudiments than in subjects which will fit them to pass a middle class examination. Moreover, the present teacher, Matadial, is an old man who is undoubtedly getting a past his work.

From these three tahsíli schools eight boys put in an appearance at the middle class examination, four from Gopiganj and four from Ahraura: out of these eight, only one, a Gopiganj boy, managed to pass; the others failed in arithmetic and language. Many objections are raised against the system of fees introduced by Government, but I cannot sympathise with such people; their children can procure a good elementary education gratis, and I cannot see why Government should provide higher education for those who do not wish to pay for it: it only floods the market with youthful penniless aspirants to Government posts, who upon failure turn round and abuse the very Government which helped them to acquire a knowledge which must be at a discount under present circumstances, and which renders them unable, or rather averse, to follow those occupations which have been followed by their own relations and fellow-castemen for generations.

The only pargana school is in Bhadohi. There are 42 boys on the roll as against 40 of the preceding year, and the average attendance has improved from 30·66 to 40. The school can in no way therefore be considered 'efficient,' for not only does the attendance fall below the prescribed number, but there is no 1st class, and there are but two in the second. The Inspector is, however, able to testify that some progress has been made in the instruction given to the pupils, and more satisfactory accounts may be looked for. The head-master happens to be an uncertificated one.

It has been proposed to improve the status of the above schools by the following methods:—

To grant scholarships to the most promising of the primary school pupils.

The system of granting scholarships to halkabandi schools is no new invention, and such scholarships are now being granted, though perhaps not in profusion. My opinion is that the youths of this country do not learn for the sake of learning or for small temporary scholarships: they learn simply with a view to get Government employ of no matter what description—as regards that they are by no means particular—and it is the want of some definite and comparatively easily attainable end which really causes the effects complained of. Government appointments, even those of the smallest nature, depend upon the amount of interest that can be brought to bear upon the particular case, and until that be removed the necessary incentive will remain wanting. It has also been suggested that special rewards be granted to those teachers whose schools fulfil all the necessary conditions of what is termed efficiency. No doubt that would bring forth some additional efforts upon the parts of the present teachers; but I hardly think it would attain the required end. It is hardly so much additional efforts upon the part of the individual master that is required as superior teaching capacities if not talents.

There is no doubt that, if Government were willing to incur the heavier expenditure, better results—I now only refer to educational results—would follow; but it must not be forgotten that good competent masters are not alone sufficient to ensure success: the material to work on must also be forthcoming, and without sufficient incentive it is hard to see how it will be forthcoming. Temporarily, no doubt, abundant material might be found; but without a sufficiently sure reward to be obtained after the years devoted to acquiring the higher education, that material would without doubt fail.

For these reasons I hold that it is on the primary education that the higher efforts and expenditure should be devoted. Were the standard of the halkabandi schools raised—in other words, were the standard of the halkabandi teachers improved—it would

do far more real and lasting good, in my opinion. It is not by more highly educating the few, but by fairly educating the many that the country will be improved.

When out in camp, during last cold weather, I must say I was disappointed with all the schools I inspected (some 15) save one, *viz.*, the halkabandi school at Robertsganj. I am unable to state what the state of the schools was as compared with other districts, but judged according to the standard which I should prescribe for elementary schools, they were very poor indeed. The masters were either unwilling or unable to teach well, and any trouble they did bestow was only on the higher classes, which contained, I need hardly say, the minority of the boys: very little arithmetic was known, reading was but in few cases even approaching fairness, and as to geography it was, if I may use such an expression, looked upon as a dead language. I am not exaggerating when I say that but a small number of the boys could do more than point out such places as Bombay, Madras, Calcutta, Allahabad, &c.; many could not even do that, and beyond the few boys in the highest class no one in those schools had the barest knowledge of geography. Such was my experience.

The Inspector, Dr. Thibaut, had the opportunity of examining more schools than I had, and his results were not satisfactory either.

The largeness of the district may to a certain extent account for this. Supervision is harder than it is in a small compact district: large distances have to be travelled over, and many places are inaccessible save during the cold months of the year: supervision therefore to be efficient requires an active man who is able to devote all his time to the work, and even then he would have, I think, to be constantly on the move. There are 106 of those schools in the district, of which 11 are middle class and tested as to efficiency by the same standard as tahsili schools, while the rest are primary (upper or lower). The roll number has fallen during the year from 3,519 to 3,110, but as the daily average attendance has risen from 1,939 78 to 2,498·68, the above decrease is really only nominal.

The 11 middle class schools sent up 13 candidates for the middle class vernacular examination, and of these, I am sorry to say, only one boy was successful. Eight of these schools were also examined by Dr. Thibaut; he was only enabled to pass three as efficient, *viz.*, Suryawán, Kachwa, and Marya The chief cause of failure in the middle class vernacular examination was deficient knowledge of mathematics and language. My personal experience bore out the former deficiency. For the future, however, the number of these middle class schools will be reduced and the inefficient ones will be considered as primary until such time as they have worked up to the efficient standard.

Dr. Thibaut also examined 16 of the upper primary classes; of these nine, not being up to the required standard as regards number of boys, classes, &c., were considered inefficient.

The Sub-Deputy Inspector, who has worked in the district all through the year, reports that of the 106 schools 31 have improved, 35 have remained stationary, and 40 have fallen either in attendance or instruction.

At the commencement of the official year there were 37 Government school buildings, seven were erected during the year under review, and money has been sanctioned for the erection of five more: these will be built before the commencement of the rainy season. The remaining schools are held either in rented or borrowed houses.

There are 116 teachers *viz.*, 106 teachers and 10 assistant teachers: it is to be regretted that of these 72 do not hold the normal certificate. Were the standard raised as proposed by Government, a normal school certificate should, in my opinion, be a *sine quâ non*. The fact that of 116 teachers 44 alone hold such a certificate would alone account for the backwardness of education in this district.

There were three girls' schools in working order during the year under report—one at Gopiganj, one at Chunar, and one here in Mirzapur. The Chunar school I closed in October last, as there was really no attendance, and the girls who did appear were badly taught. I do not, however, intend that the school should be permanently closed, and I shall endeavour if possible to open it again when I see any hopes of success.

The Gopiganj school is in a tolerably satisfactory state, and the Mirzapur school, though at present in an unsatisfactory state, will, I have no doubt, improve. The former mistress tendered her resignation, which show that in all probablity she had not her heart in the work, and I have also now appointed one Musammat Mainá to the vacant post.

Municipal Free Schools.—There are five of these schools in Mirzapur and one in Chunar. The roll number of the six schools is 209 as against 224 of the past year, and the average daily attendance is 179 5 as against 187·75. These schools are with one exception in a satisfactory condition. The Inspector visited all of them and was especially pleased with the Chunar school, which he pronounced to be the best of its kind in the district."

Benares.—Secretary, Mr. Macleod. The Secretary says:—"I regret to remark that the malarious fever so generally prevalent in the North-Western Provinces raged also in this district with more or less fury for more than three months and considerably affected the attendance of the schools. Out of 19 candid ates whose names were registered for the last middle class vernacular examination, seven fell ill and could not appear in the examination and one died. Another candidate who, in spite of illness, appeared in the examination and succeeded in passing the test, did not live to hear the news of his success. The schools are now gradually recovering from the shock, and

notwithstanding these disadvantages, the result of the year is far from discouraging, and even satisfactory.

Under the head of secondary education come the tahsíli schools of Benares and Chandauli and six halkabandi schools which teach up to the middle class standard.

Benares tahsíli school has considerably improved since last year. The higher as well as the lower classes are well taught. This school, which failed totally last year at the middle class vernacular examination, passed three boys out of four this year. There are in this school 15 halkabandi scholarship holders from various primary schools of this district, and they all study for the middle class vernacular examination.

The building, which is a rented one, is hardly large enough to hold conveniently the number who attend. The Chandauli tahsíli school has remained stationary.

In addition to these tahsíli schools, there are six halkabandi schools which teach up to the same standard. The Inspector, considering them by a standard higher than the last year's, classes half of them as efficient. These schools did creditably well at the last middle class examination. They sent up seven candidates, of whom six were successful, one being placed in the 1st division, two in the second, and three in the third.

Under the head of primary education come the lower classes of the two tahsíli schools, 92 halkabandi schools, eight municipal schools, and three girls' schools, besides the following aided schools,—three primary English and two primary vernacular boys' schools and three English and five vernacular aided girls' schools.

The number of the halkabandi schools is the same as last year, *viz.*, 92. The Inspector examined 73 of these and calls a little less than half of these efficient, of course considering them by a much higher standard than the one in force last year. He rewarded twenty teachers with cash prizes varying from Rs. 10 to Rs. 2, according to the merit of the schools under their charge.

Out of eight school-houses which were reported last year on the point of completion, seven have been finished and are now in use. There are now 34 Government houses for as many halkabandi schools.

There are eight municipal schools, as last year. These are under the direct management of the municipal committee. The Deputy-Inspector reports three of them in a satisfactory state and five below the mark.

The school for girls at Gangapur has slightly improved; in the other two schools there is no improvement to report.

We have Rs. 360 for the halkabandi scholarships in our budget. During the year under review we allowed scholarships of Rs. 2 and Re. 1 to 21 students, six of whom study in the zila school and the rest in the tahsíli schools of the district.

Sixteen students of our tahsíli and halkabandi schools found employment during the year under review as muharrirs, patwáris, teachers, karindas, with salaries varying from Rs. 8 to Rs. 2.

The committee has regularly met once a month for the despatch of business.

The committee has been well served by the Deputy Inspector, Vindhyeshwari Parshad, about whom the Inspector remarks in his report that "the district is under the supervision of an able, intelligent, and active Deputy Inspector." In this opinion the committee fully concurs.

The committee hardly considers as satisfactory the recent change by which the Benares Deputy Inspector has also to look after the schools in the Mirzapur district."

Mr. E. Colvin, Officiating Commissioner, adds:—"The report of the Secretary is plain and concise." I would note that neither he nor the members of the committee appear, from the report, to have personally supplemented the exertions of the Inspector in the examination of schools, which is a matter to be regretted.

Gházipur.—Secretary, Mr. Wheeler. "On the 1st of November, 1879, the Ballia sub-division became a separate district, in consequence of which 50 schools out of 177 have passed out of Gházipur.

These 50 schools, thus cut out of the district since November last, will be omitted altogether from consideration in this report, and the remaining 127 schools now in the district will be compared with the same 127 schools as they existed in 1878-79 and not with the whole 177, in order that the figures given may be of use for comparison. This explanation is made once for all at the beginning of the report.

The total of the nominal roll of pupils studying in Government institutions is 4,057, as against 4,194 for last year, with an average daily attendance of 3,278·59 against 3,520·10 of last year. These figures call for no special remark.

Before November 1st, 1879, there were 151 halkabandi schools; as before pointed out, 43 now belong to Ballia, leaving 108 as the present total for Gházipur.

The total number of boys is 3,174 as against 3,314 in 1878-79, showing a decrease of 140; and the average daily attendance amounts to 255,107 as against 2,740·78 of last year, showing a falling off of 180 71. The average annual cost of educating each scholar is Rs. 4-5-0, as against Rs. 4-12-0 for last year, showing a saving of 7 annas per head. The total expenditure is Rs. 11,017-15-5, as against Rs. 11,144-13-2 for the previous year.

Thirteen boys from halkabandi schools competed in the middle class vernacular examination, seven of whom passed, six in the 2nd division, and one in the 3rd. Two schools have been moved this year (as against one in 1878-79), *viz.*, from Durbaitha to

Mirzapur, and from Padampur to Gajaipur. Of the 108 school-houses, 40 are pucka, having been built by Government. There are eight rented buildings which are all kucha, and 60 houses (nearly all kucha) lent by zemindars

Out of the 108 halkabandi schools, eight are middle halkabandi, giving education up to the middle class vernacular examination. The remaining 100, being primary schools, are confined up to the 3rd class. Among them 12 schools are efficient, the others are in a fair state with the exception of 11 schools which are very bad.

There are four tahsili and three pargana schools. The total number of boys attending the tahsili schools for 1879-80 is 256 against 232 for 1878-79, giving an average daily attendance of 217 20 against 209·21. In the three pargana schools the total is 223 against 220, with an average daily attendance of 193·46 against 185·03, *i e*, an average daily attendance for both tahsili and pargana schools of 410 66 against 394 24.

The average annual cost of educating each boy in the tahsili schools is Rs. 5-2-2, and in the pargana schools Rs. 4-5-2. The total expenditure of the whole seven schools is Rs. 1,926-1-2.

Six boys went up for the middle class vernacular examination from the tahsili schools, two of whom passed, one in the 2nd and one in the 3rd division. The pargana schools sent up nine boys and passed five, one in the 2nd and four in the 3rd division. One tahsili school has been moved this year (as against none in 1878-79), *viz.*, from Gajadharpur to Saidpur. The same remark applies to pargana schools, *viz.*, from Maniar to Bahariabad. One tahsili school-house is kucha-pucka and is rented; otherwise all the tahsili and pargana school buildings are pucka and the property of Government.

There is only one aided school in the district, *viz*, Chashmai Rahmat. The number of boys is 65 against 62, with an average daily attendance of 61·91 *versus* 56·43. This school sent up eight boys, of whom four passed, *viz.*, one in the 2nd division and three in the 3rd.

There is only one unaided school in the district, *viz*, Dookali. The total number of boys is 33 against 34 for last year, with an average daily attendance of 26·20 *versus* 28·50.

Only one boy was sent up by this school, and he passed the Anglo-vernacular examination in the 2nd division.

It should be noted that four out of the six municipal free schools have just been closed, as the municipal grant has been reduced from Rs. 85 to Rs. 20.

There are three Government girls' schools, the total number of girls this year being 58 against 71, and the average daily attendance 45·12 against 63·96. There is thus a falling off of 18·84 here, but there is an increased expenditure of Rs. 2-7-2 per head, each pupil costing Rs. 7-14-2 against Rs. 5-7-0. The total expenditure for the year is Rs. 348. There was a municipal free girls' school, but this has been closed, owing to the reduction in the grant before mentioned.

There are 19 scholarship holders, one getting Rs. 4 and the others Rs. 2 each per month. They all learn English, and have passed the middle class vernacular examination. The rules for halkabandi scholarships have not been attended to; new arrangements have been made by the committee which will gradually come into operation as the present scholarships expire.

In conclusion, I would mention that 19 schools, the more important ones were examined by English officers when in camp. The Commissioner observes:—"This is a small number compared with what has been done elsewhere, notably in Gorakhpur."

The committee take this opportunity of recording their thanks to the Deputy and Sub-Deputy Inspectors, Munshi Mahabir Parshad and Dabi Parshad, for the efficient way in which they have performed their duties, and they would call attention to the fact that 38 candidates were sent up for the middle class vernacular examination, of whom 19 (*i.e.*, half) passed as against 64 competitors last year, of whom only two passed"

Gorakhpur.—Secretary, Mr. Bartlett. The Secretary writes:—"There is one high school in this district, the oriental zila school at Gorakhpur. This school was during the year placed under the management of the committee. My predecessor, Mr. Crooke, C. S., was of opinion that this school was carried on under a wrong system; and that Sanskrit, Arabic, and Persian were being taught to the exclusion of elementary learning. A scheme has therefore been proposed in accordance with which the boys will be compelled to learn Arithmetic, History, and Geography, and either Hindi or Urdu in addition to the classical oriental languages. This scheme will be introduced from May 1st. I have had an opportunity of visiting this school, and was very well satisfied with the number of students in the Arabic and Persian classes, and also with the amount of knowledge acquired. As to the Sanskrit classes, however, the attendance is very small, and, unless it improves, I hardly think they should be retained.

We come next to the middle schools, under which are included five tahsili, two pargana, and nine middle halkabandi schools. As I have not been on tour, I have not had an opportunity of examining any of these schools. Of the tahsili schools, Majhauli and Barhalganj are the best. Both these schools, I believe, passed a very creditable examination when examined by the Divisional Inspector.

As to the two pargana schools, Pipraulí and Lar, there has been a small increase in the attendance. The condition of both these schools is satisfactory.

The number of middle halkabandi schools has increased by one. The Minwán school is still the best. The Minwán, Gola, Gopálpur, and Chauriá schools all passed good examinations, when inspected by the Divisional Inspector. The total average attendance is larger this year than last, but this is owing to a new school having been opened at Gaghá.

As to the lower halkabandi schools, there has been a decrease of seven; the number of schools last year being 172, and this year 165. It is hoped that during the present year new schools may be opened in lieu of those closed during the year under report. The total average attendance in these schools has decreased, owing to the closing of seven schools; the number being 4,717, as compared with 4,876 in the year 1878-79. The numbers on the rolls are 5,862 this year, so the average attendance is very good indeed; in fact, so good that I think a very strict watch should be kept on the attendance registers.

There are still two female schools in this district, one at Gola and the other at Barhalganj. The Gola school is in a very satisfactory condition, and passed very well when examined by the Divisional Inspector. The Barhalganj school is, on the contrary, not doing well. The average attendance is the same as last year, only 14.

There are five municipal free schools in Gorakhpur. All these schools are doing well, except Ilahibagh. The numbers on the rolls have decreased by one, but the average attendance has increased; the numbers being 167 as compared with 166 last year. I examined all these schools myself, and was very fairly satisfied with the amount of knowledge shown by the boys.

The unaided Anglo-vernacular school of Rudarpur has much declined during the year. The Deputy Inspector has reported that the master is lazy and inefficient. He has been allowed six months' grace, and should he not have improved by the end of that period he will be dismissed.

The number of uncertificated teachers has decreased. There are now only 93 uncertificated out of a total number of 209.

On the whole, the department seems to have worked well during the year and to have produced satisfactory results, thanks principally to the exertions of my predecessor, Mr. Crooke, C. S., and of the Deputy Inspector, Mr. Govind Saran, of whom Mr. Crooke seems to have had a high opinion.

The Sub-Deputy Inspector, Janki Parshad, is new to the district, but he seems to be an able and intelligent official.

The tahsíldar of Bánsgaon, Bakhtáwar Singh, seems to have been the only tahsíldar who took much interest in education during the year."

Mr. Spedding, the Collector, says:—"I inspected about 40 schools and examined 15. The result was in most cases satisfactory."

Basti.—Secretary, Maulvi Nisar Ali Beg. "Of the 5 tahsíli schools, only 4 have scholars falling into the middle class, and only 22 boys fall into that class, the rest into the primary class.

Five halkadandi schools are also classed as middle on account of their standard being higher than that of primary schools. In 1878-79 there were 3 more schools in the middle class,—Teghra, Bahádarpur, and Lachmanpur,—but in March, 1880, they were made primary at the recommendation of the Inspector of Schools.

Twenty-eight boys who fall into the middle class are scholars at halkabandi schools.

In the middle class vernacular examination 22 candidates appeared from the 4 tahsíli and 4 halkabandi schools, out of whom 12 passed successfully,—2 in the 1st division, 7 in the 2nd division, and 3 in the 3rd division. Bánsi and Harraiya tahsíli schools sent 2 boys who were successful in the 1st division, and will get scholarships of Rs. 3 each per month. These 2 boys stand at the head of the boys who went up from the Benares division.

This is the first time that boys from this district have passed in the 1st division.

The number of primary schools is 138, 4,449 boys are on the rolls, with an average daily attendance of 3,738·65. These boys are divided into two divisions, 516 in the upper and 3,933 in the lower. Out of them, 64 primary schools were examined by the Inspector of the division, and 37 boys in the upper division and 517 in the lower division passed.

In the year under review many schools were entirely without upper primary classes; hence the number in the upper division is very insignificant.

This year 24 boys from the halkabandi schools were sent up to middle schools for higher instruction.

Education suffered a good deal during the year under report from the heavy rains (which kept boys away from school) and at one time from epidemic fever.

The abnormally heavy rains of the year did enormous damage to school buildings, some being destroyed entirely, and nearly all damaged seriously. The whole of the allotment for repairs, though raised by certain savings from other heads to the sum of Rs. 1,166, proved insufficient for the needs of the district, and repairs will be continued from the provision for 1880-81.

There are 3 female schools in the district, 2 at Basti (one in old and one in new Basti) and one at Bánsi. The last mentioned was examined by the Inspector

of the division, who found it in a fair state. The Secretary examined the two at Basti. He remarks on the school at old Basti. "In short, all girls are getting on well and promising. With regard to the new bazar school, the Secretary did not find any progress. The girls are all beginners."

There are 2 aided English schools at Basti. Both of them were examined by the Inspector of the Division.

The Inspector remarks on the Basti Anglo-vernacular school:—

"The English branch of this school is under one teacher, and, bearing in mind that he has six classes to teach, his work has not been unsatisfactory."

The Secretary also examined it and remarked—"The result is creditable to the head-master, Munshi Ajudhya Prasad."

Local subscriptions here are not as secure as they should be. Attempts will be made to place this school on a firmer foundation.

The other school of this class is the Church mission school in the new bazar. This school was examined by the Secretary. He remarks:—"They passed well, and have a fair knowledge of their proper subjects taught in their classes. It is under an able head-master, who deserves great credit for his management." This year all the candidates of both these schools failed in the middle class Anglo-vernacular examination.

Last year 6 halkabandi school teachers were sent to the normal school, Benares, where all passed successfully. Of 34 teachers who were simultaneously examined at the sudder station, 7 passed in the 2nd grade.

As I and my predecessors were confined to the station the whole of the cold weather, I was able to inspect only 4 schools, which are near the station. Mr. Powlett, the Collector and President of the Local Educational Committee, Mr. Williams, Joint Magistrate, and Babu Harnam Chander Seth, Deputy Collector, visited several schools in their cold weather tour. The Collector took special notice of the buildings and of the Deputy Inspector's inspection work.

As the Director of Education has passed orders upon the Deputy Inspector's conduct, it is unnecessary for the committee to say more than express a hope that inspection will henceforth be carried on with energy."

Ballia.—President, Mr. Roberts. There was no covenanted assistant in this new district to whom the secretaryship could be given, and Mr. Roberts did not take charge of the district till May, 1880.

The aided English school is doing well, with an average attendance of 117 boys. The expenditure is met at present from local subscriptions, a grant-in-aid, a municipal grant, and the halkabandi fund. This income is precarious, and the arrangement not satisfactory. The President hopes, and the Officiating Commissioner agrees with him, that the school may be constituted a zila school.

English has been taught also in the Rasra school, but, on the disallowance of the grant which supported it, the school was broken up. The attempt to re-establish it does not appear deserving of encouragement. The Inspector's report on the vernacular schools is not very favourable, but he admits that his standard is a little exacting. The average attendance at the schools, however, is very good, which shows that the people in general appreciate them.

The new Deputy Inspector (P. Balkrishna), who knows English and seems a promising and intelligent officer, has hitherto attended to his district with energy, and it may confidently be hoped that with his more concentrated supervision, the schools of this new district will soon show decided progress."

JHANSI DIVISION.

Jhánsi.—Secretary, Mr. McLean. "The number of schools under the supervision of the committee is 58.

There is a diminution of 5 compared with last year's total, 63. This is owing to the abolition of the two municipal free schools at Mau and Ránipur and of two unaided primary schools in Gursarai, in none of which cases the committee had control, and there is one halkabandi school less.

The total number of schools receiving education was 1,507, *viz.*, 25 in the middle class and 1,482, including 21 girls, in the primary class. This shows a diminution compared with last year's total, which showed 1,642, *viz.*, 72 middle and 1,570 primary. This is owing to the closing of the schools above-mentioned. It was anticipated that, owing to the distress in parts of the district in the early part of the hot season and fever epidemic which followed the rains, there would have been a serious falling off in the attendance, but such has not been the case.

Twelve teachers were dismissed during the year, 2 died, and 2 resigned. Their places have in every instance been filled by scholars of the normal and tahsili schools, who have passed the middle class examination. Seven teachers were fined for absence without leave or carelessness in work.

Of the 53 school-houses, 44 are Government buildings, 4 belong to Gursarai estate, and 10 to zemindars.

The office of President was held for the first half of the year by Mr. Williams and for the second by Mr. Adams, and that of Secretary partly by Mr. Doas and partly

by myself. The *personnel* of the rest of the committee is the same as before. 11 meetings were held during the year.

Many of the schools were inspected by members of the district staff.

Mr. Reid, Senior Member of the Board of Revenue, visited the schools at Moth, Mau, and Chirgaon girls' school, and Jhánsi zila school, and expressed himself satisfied with them, especially the first, the teacher of which he recommended to the favourable consideration of the heads of the department.

The committee are satisfied with the work of the Deputy Inspector and his Sub-Deputy Inspector. By orders of the committee the head-quarters of the Sub-Deputy Inspector have been fixed at Mau instead of at Jhánsi.

The progress of education in the district, in spite of the adverse circumstances of famine and fever already mentioned, may be said to be steady; although unquestionably the district is in a backward state and much yet remains to be done. The very careful and comprehensive examination reports of the Inspector do not, indeed, as yet show very remarkable results; but I believe the standard applied was a somewhat high one, at least for this district. The committee are endeavouring to advance matters, as much as lies in their power, by substituting a better class of teachers for the present when vacancies occur, and adopting, as far as practicable, the recommendations of the inspecting agency

There are 6 tahsili and pargana schools and 2 halkabandi schools, Chirgaon and Garotha, in which middle class education is given. The schools of Rabina and Uldun have not this year attained to the middle class. The total number of pupils receiving secondary education was only 25 against 72 of last year, a decrease attributable to the causes already mentioned. The number of pupils on the rolls of the 6 tahsíli schools is 309 in all against 317 of last year.

Twelve boys out of 18 passed the middle class vernacular examination against 6 last year.

Primary education includes all the 58 schools in the district, with a total of 1,482 scholars. 289 of these are pupils in the tahsíli schools' lower classes.

As before mentioned, the 2 municipal free schools at Mau and Ránípur were abolished by the Municipal Committee.

There are 46 halkabandi schools, with a roll of 1,066 boys as against 1,117 last year. Two schools, Pipra and Gurwaie, were closed for want of sufficient attendance, and one new school at Simrara opened, which came out very well in examination.

The committee have had under consideration the expediency of increasing the pay of the halkabandi school teachers (at present 2 at Rs. 10, 6 at Rs. 8, 14 at Rs. 7, 6 at Rs. 6, 18 at Rs. 5), and so receiving better qualified men. It is impossible to do so with the present fixed allowance, the items of which have been carefully adjusted. The only alternative would be to close some schools, and this the committee scarcely think advisable.

There are 4 unaided halkabandi schools in Gursarai, with 86 pupils against 6 last year with 106 on the rolls, 2 having been closed. The education imparted is extremely elementary, but fair so far as it goes.

The Anglo-vernacular school at Gursarai still keeps its place with 25 scholars against 30 last year, a small decrease.

The girls' school at Chirgaon is progressing fairly. It had 21 girls this year against 19 last year.

Ninety-six boys out of 1,125 examined passed the lower primary school examination, and 58 out of 136 the upper.

As before, there were 9 scholarship holders at Rs. 2 a month each. Five of these passed the middle class vernacular examination, obtaining Government scholarships:

Nine scholars have obtained situations as assistant teachers in district schools, and one from Gursarai has been appointed to a settlement post in the Gwaliar state."

Jalaun.—Secretary, Mr. Roberts. "The decrease of 1 institution in Government middle class schools is on account of the Jagammanpur school having been made over to the chief of Jagammanpur jágir, and the decrease of 2 institutions in Government primary schools is owing to the abolition of Parason and Ataria schools. These 2 schools were abolished in March last, as the people did not seem to appreciate them, the number of pupils being very small. Two new schools will, however, be opened in other villages, where the prospect appears more promising. The return also shows a decrease of 28 scholars in municipal primary English schools, 263 scholars in Government vernacular primary schools, 2 in girls' schools, and 85 in private unaided schools; but there is an increase of 4 scholars in Government middle vernacular schools. The reason for the falling off in the attendance in Government vernacular primary schools is the closing of two schools before mentioned, and also that one school (Shekhpur ahír) has been taken over by the chief of the Jagammanpur jágir. The aggregate average daily attendance of all the institutions has fallen from 2,524·80 to 2,049·95, or 18·8 per cent. The cause of the falling off is due to the prevalence of fever during the rains and autumn months. For five months there was enormous decrease in the attendance on this account, and for some time many schools were temporarily closed, either because there was not a sufficient attendance or on account of the masters themselves being too ill to teach.

There are 5 tahsili and 8 halkabandi middle schools. The average number on the roll is 28·33, and the number of scholars on 31st March 35, all reading vernacular.

From these institutions 3 boys only passed in the middle class examination. The illness which was prevalent at time of the examination no doubt had something to do with so few boys having passed.

There is 1 municipal English school at Kunch. The number of scholars has fallen from 67 to 39, and the average daily attendance from 55 56 to 30·0 as compared with the previous year. This school is wholly maintained by the Kunch municipality at the expense of Rs. 774, of which Rs. 101 is recouped by fee income. The annual cost of educating each scholar is Rs. 16-4-6. Government primary vernacular schools are 83 in number, the average number on the roll being 2,300, average daily attendance 1,609·72, and the number of scholars on 31st March being 2,205. There is thus a falling off, compared with last year, of 205 pupils under head average number on the rolls during year, and a falling off of 320·23 in the average daily attendance. The cause of this falling off has already been explained.

Two institutions, Jagammanpur and Sheikhpur ahir schools, have been made over to the management of the chief of Jagammanpur jágir, and the late unhealthy season has greatly affected the attendance. There are 2,112 Hindus and 93 Muhammadans. These institutions have been maintained at the expense of Rs. 9,932.

In this class of institutions 79 boys passed in the upper, and 132 in the lower, primary school examination.

There is only 1 girls' school imparting knowledge in Hindi to the upper primary standard. The average daily attendance is 14 56, and the number of scholars on 31st March, 1880, was 23 (Hindus).

The number of girls who passed in the upper and lower primary school examination was 2 and 3, respectively.

The school is said to have done good work. Its success is due to one Jamna Das Misr, highly spoken of in previous reports.

Fifty-three schools in the district have been kept up this year by private individuals at the expense of Rs. 616. The average daily attendance is 391·45, and the number of scholars on 31st March was 612, of whom 575 were Hindus and 37 Muhammadans

They are studying as follows:—reading vernacular (Hindi) 168, Arabic 10, Persion 95, and Sanskrit 39.

The number of boys passed in upper and lower primary school examination is 1 and 14, respectively."

Lalitpur.—Secretary, Mr. Greenwood. "There were no middle schools during the year under report. The Deputy Inspector will be desired to form these classes, at least in the tahsili schools, as soon as possible, as it is from these classes that candidates for the middle class vernacular examination appear, the result of which is the surest test of the work of the inspecting officers and the teaching staff.

With a decrease of Rs. 106-6-9 in total expenditure, there has been an increase in all the three important items, *i.e.*, number on rolls on 31st March, 1880, average number of pupils during the year, and the average daily attendance. But against the total fee income, Rs. 94-4-0, of tahsili schools for 1878-79, there were collected only Rs. 90-15-0 on that account during the year under review, while the contingent charges paid from that fund have slightly increased.

The office of the Secretary was held, as last year, by Mr. W. J. Greenwood, Extra Assistant Commissioner. Some of the schools were visited by the President, Major John Liston, and Sayyid Muhammad Nazar, Extra Commissioner, during their cold weather tour. The Secretary, being in charge of the treasury, could not leave the station, and hence no schools were inspected by him.

Mr. Reid, the Senior Member of the Board of Revenue, who passed through this district with His Honor the Lieutenant-Governor, visited the two tahsili schools at Tálbahat and Mahroni, and writes very favourably of both of them in the remark books of the schools, which were shown by the late Deputy Inspector, Munshi Kanhiya Lal, to the Secretary. The Inspector of Schools, however, paid only one visit to the schools of this district, and his inspection remarks, the committee regret to say, have not yet been received by the committee.

The most important point about which the committee express their regret and protest against is the constant change of the Deputy Inspectors during the year under review, the office being held by not less than 7 persons. Under this state of things no satisfactory result can be aimed at, and no particular person can be held responsible for the mismanagement and failure of the schools.

It is due only to these changes of Deputy Inspectors that last year none passed out of the four candidates sent up for the middle class examination, none appeared in the year under review, and there were not 1st and 2nd classes in any of the schools formed.

The post of Sub-Deputy Inspector, for which there was no necessity in this district, was abolished in November last, and the incumbent was transferred to Allahabad.

Under the head secondary education there were no schools under the direct management of the committee, the only middle school of the district, the first three classes of the zila school, in which the report of the head-master shows the number of scholars on the rolls on 31st March, 1880, was less by two; but the average number on the rolls during the year was the same as last year, and the average daily attendance, and therefore the percentage of the daily attendance, have improved, and the total expenditure and the cost per head have decreased. The report shows that one boy passed out of three sent up for middle class examination, and all of them did well in English, and that His Honor and Mr. Reid were pleased with the result of the examination taken by them in January last.

Against 22 primary schools (properly 23, including the vernacular branch of the zila school) of 1878-79 there were 25 institutions of this class during the year under review; the increase of 2 schools is due to the establishment of the aided schools at Thanwara and Massara, where the lumberdars bear half the cost of the school establishment, the other half paid from the halkabandi fund. The 3rd and 4th classes of the school form the upper primary and the rest the lower; and the returns show that 11 boys have passed the examination of the former and 85 of the latter.

The municipal school for boys at Lalitpur teaches only up to the 5th class.

The Mahrani Government, and the Lalitpur municipal, girls' schools are not favourably spoken of by the Deputy Inspector. Early steps will be taken to improve them.

There was no transfer among teachers this year. The 2 teachers of Massara and Dangra halkabandi schools were sent to the Jhánsi normal school."

KUMAUN DIVISION.

Kumaun.—President, Major Garstin. "The average number on the rolls has gone down from 6,863 to 5,769, while the average attendance has decreased from 3,550 to 2,882. I fully expected this result. For three months a great many of the schools were closed while many more were eventually closed. This arose from the severe epidemic of cholera which ravaged the district. Many boys died, and it took some time to get the remainder back to their regular attendance. Added to this, there was great scarcity towards the end of the year, and in some parts of the district large numbers of the people went away from their homes to get employment till the rabi ripened. The causes for the diminution in attendance are clear and abnormal, and it cannot be attributed to a disinclination on the part of the people to have their children taught. Nor is it from want of interest on the part of the authorities, as both the Extra Assistant Commissioner and myself examine schools wherever we go. In many places education is taking root. I was very much pleased with the results of the examinations held by me at many of the schools. But the result of inspections has confirmed me in the opinion that everything depends on the teacher, and I think many of our present teachers might be got rid of with advantage. I would far rather see respectable men of the localities in which the schools lie employed as pandits, though their knowledge might not extend quite to the normal school curriculum."

Garhwál.—Secretary, Colonel Fisher. "There were altogether 50 schools at work in Garhwál in 1879-80. The average daily number of boys on the rolls was 2,284·38, and the average daily attendance 1,427·88. Only 112 boys were learning English and 96 Sanskrit, the studies of the remainder being confined to the vernacular. It will thus be seen that education has advanced but little beyond the primary stage. The annual expenditure per scholar in the two classes of schools, for which figures are obtainable, amounts only to Rs. 3-10-3, and cannot be considered excessive. The Inspector has, however, called the attention of the committee to the impossibility of procuring competent teachers any longer for the very small monthly salaries hitherto given; and from the beginning of the year 1880-81 the halkabandi school teachers' salaries have been increased, but as a consequence 3 or 4 primary halkabandi schools will be closed. This is a smaller evil than employing underpaid men, who take no interest whatever in the work, and are always looking out for bettering their prospects elsewhere. During the year under report the schools at Chopra and Srinagar, under the superintendence of the American Mission, were examined and inspected by several official and non-official visitors, and the reports recorded are generally very encouraging, though the Inspector says that the 1st class in the Srinagar school appears to have fallen off in mathematics. That at Chopra has been well conducted by the new head-master, Mr. Emerson, and the Inspector observes general progress in all the boys.

There were altogether 11 girls' schools working during the year under review. Ten of these were primary vernacular government institutions, and the solitary English one is that under the able management of the American Mission at Chopra. In previous reports the committee have expressed the often repeated opinion that the Government girls' schools here are not only doing nothing for the education of women in Garhwál, owing to the institution of early marriage which removes the pupils from all instruction before they have acquired any proficiency in reading, writing, and arith-

metic, but the money thus wasted could be much more wisely expended in helping the Chopra English girls' school. The committee have resolved, at the Inspector's suggestion, to close entirely six out of the ten girls' schools, and they earnestly hope that the money thus to be saved in 1880-81 will be added to the grant-in-aid to the Chopra female school, which is doing much good, not only in educating but *training up* for life work decently educated Garhwáli females. To this solitary school Government must look for many years to come as the only available education centre for females here. And no Government institution, equally efficient and trustworthy, could be worked so economically as this Chopra school.

A supply of sanitary primers is needed. Nobody who has seen a Garhwáli village, or noticed the habits of the people, can fail to see the immense importance of instructing the rising generation in the few simple precautions absolutely necessary to decrease mortality from preventible causes. A simple agricultural primer is also required; and will, the committee hopes, soon be supplied."

Tarái.—Secretary, Mr. Kilvert. The Secretary says:—"In the middle class (vernacular) there are two institutions, including the first and second classes of the Kashipur tahsíli and Jaspur halkabandi schools, and in the primary class (vernacular) 14 institutions,—13 tahsili, halkabandi, and municipal, with 1 aided.

The number of scholars on the rolls on March 31st were 503, the average number during the year being 472, with an average daily attendance of 386 scholars. These numbers show a falling off upon those of the previous year, the decrease being in a measure due to 1 halkabandi school having collapsed from want of attention on the part of the teacher and from want of interest evinced by the villagers themselves. This school has since been closed and another started in lieu thereof in a fresh part of the district.

One municipal school also has been closed. It was found that these institutions, being free, were acting as a drain upon the tahsíli school, where fees are taken, and a fine building was standing almost unresorted to, whilst the Municipal Committee were paying rent for two school houses. Now only 1 school is supported by municipal funds and that solely for the poorer classes; the result has been what was desired, an increased attendance at the tahsíli school.

During the tour season I have visited each one of the schools, and have endeavoured to interest the people in education. I was often met with the common objection, that the children were required for herding cattle or for agricultural pursuits, and that for them education was of no moment. Others objected to the system of education in force. They said they merely wanted their children to learn a little reading, writing, and cyphering, either in Hindi or Urdu, as the case might be, and not to be bound to go through a regular course of study. In a tract like Kashipur there is no doubt the children are very useful to their parents in their daily avocations; the parents themselves are altogether untaught, and have rather a dislike to their children being instructed. But I myself believe the secret of want of attendance is to be found more in the fact that the teachers are either incompetent or neglectful of their duties, for where a good teacher is met with, there the school is well attended and a success.

The rates of pay are not high enough to attract really good men, as a rule; such may come for a short time, but they will not remain longer than suits their convenience. Although the results of the year under report are not as favourable as could have been wished, still a good work is going on. Gradually the benefits of education must make themselves felt, and the committee are hopeful of being able to notice more progress in their next annual report."

ORDERS OF GOVERNMENT.

No. 176 of 1880.

FROM

THE SECRETARY TO GOVERNMENT,
N.-W. PROVINCES AND OUDH,

TO

THE DIRECTOR OF PUBLIC INSTRUCTION,
N.-W. PROVINCES AND OUDH.

DATED ALLAHABAD, THE 10TH DECEMBER, 1880.

SIR,

EDUCATIONAL DEPT.

I AM directed to communicate the following remarks and orders on your report on Public Instruction, in the North-Western Provinces and Oudh, for the year ending 31st March, 1880. The report was received in this office on 1st September last, a great improvement on last year in regard to punctuality of submission.

General summary.

2. (*a*) The departmental changes in the North-Western Provinces were few and unimportant; but in Oudh the zila schools have been improved, the anglo-vernacular tahsili schools have been replaced by vernacular schools, and an improved system for training teachers has been introduced.

(*b*) There has been a total decrease in attendance of 20,463 pupils: the numbers having been in 1878-79, 242,580; and in 1879-80, 222,117. Famine and pestilence may be said, in brief, to have been the operating causes: certainly the deficiency cannot be ascribed either to want of interest on the part of the local authorities, or of zeal on the part of the departmental officers.

(*c*) The total sum expended was Rs. 20,10,378, as against Rs. 21,83,784 shown in last year's report, an apparent decrease of Rs. 1,73,406. This, however, is mainly due to the fact that the expenditure on the Roorkee College has been omitted this year; and as the expenditure on that institution during the year was Rs. 1,38,888, the actual decrease is Rs. 34,518. The Roorkee College is a special Imperial institution, connected with the Public Works Department. Its inclusion among ordinary educational institutions was therefore misleading. Of the total sum expended, Rs. 4,84,753 came from sources other than Government funds, as against Rs. 5,08,989 contributed in the preceding year. This falling off in receipts of Rs. 24,236 is due entirely to the large decrease in the amount of fees realised. The cost to Government was Rs. 15,25,625, as against Rs. 16,74,795 in 1878-79, a decrease of Rs. 1,49,170; but if the cost of the Roorkee College be added, as it ought to be for purposes of comparison, the saving is inappreciable, being little over Rs. 10,000.

(*d*) The number of schools is said to have fallen from 7,009 to 6,810. The falling off is almost entirely in private schools. I am to point out, however, that these figures, though correct for purposes of comparison, are somewhat misleading, as under the present classification every zila school, many of the tahsíli schools, and some halkabandi schools are counted twice over : once as a middle school, and once as a primary school. The increase in the number of village schools from 5,681 in 1879 to 5,785 in 1880 is real—and satisfactory : these schools are the backbone of the educational system, and it is to their encouragement and improvement that the efforts of your department should be mainly given.

The following statement summarises the above details :—

Class	1878-79.		1879-80.	
	Schools.	Students.	Schools.	Students.
Government	6,286	215,358	6,377	201,989
Aided	361	18,861	369	18,257
Private	362	7,341	64	1,871
Total	7,009	242,580	6,810	222,117

To the total of 6,810 two others must be added,—Roorkee College and St. John's, Agrá, the statistics of which (subsidiary form No. I.) had not been received by you. It thus appears that the falling off in institutions was not in those maintained or aided by Government. It is also noteworthy that of the decrease in pupils, "private schools" account for 5,170. His Honor does not understand the enormous falling off under this class : it should be explained whether it is real, or merely represents incomplete returns ; and, if real, the reason should be given.

(*e*)—*Results* (*general*).—Judging by the results of the several examinations to which students and scholars were subjected, there was a considerable amount of progress during the year. And while it is true that these examinations are only relative, and sometimes not entirely reliable tests, they afford perhaps the best available data on which to form an opinion as to the quality of the instruction afforded. The following table summarises the general results ;—

Nature of examination.	*Number of candidates.*		*Number passed.*	
	1878-79.	1879-80.	1878-79.	1879-80.
M.A.	5	4	5	3
B.A.	37	41	18	17
F.A.	90	92	36	46
Entrance	385	380	201	151
M. C. A. V.	800	807	130	222
M. C. V.	1,098	829	230	356

Considering the difficulties that both teachers and taught had to contend against the results of all are creditable, and of the middle class examinations especially so. In the M.A., B.A., and Entrance tests the results

are numerically below those of last year; in the F. A. and middle class they are superior. In short, the progress of middle class education has been more marked (from this stand-point) than that of the higher.

3. *University education.*—The number of higher institutions is put by you at 12. The Roorkee College is omitted, but in its place the Muhammadan Anglo-Oriental College at Aligarh has been included for the first time. The number on the rolls has fallen from 742 to 729, the attendance at the English colleges alone being less than that of the preceding year by 24. Taking all colleges into calculation, the annual cost of educating each student is Rs. 338-14-2, of which Government contributes Rs. 208-9-8. On the whole, the Muir College appears to have been most successful, as it ought to be, considering its superior advantages; but Canning College was superior in point of numbers (though not in position) in the B. A. examination, passing 8 candidates out of 12. Mr. Hill's pupils in the Muir College again come well to the front, 3 passing in Physical Science with honors. The results of the F. A. examination are more satisfactory, and the percentages of successful candidates in the North-Western Provinces and Oudh compare very favorably with those of other provinces. Here also the Muir College has excelled, having passed 14 out of 23 candidates; while the Benares and Canning Colleges have also done well, passing 10 and 9 candidates, respectively. His Honor has observed with regret the continuous falling off in attendance at the Muir College, though Mr. Harrison and his staff have worked zealously and well. This is attributed partly to the results of the Calcutta University Entrance examination as affecting eligibility for scholarships, and partly to the want of a proper boarding-house, which presses especially hardly on students coming to Allahabad where house-rent is a serious item. The want of a proper boarding-house at the Muir College is a deficiency which should be remedied at an early date; and the matter should be submitted separately by you for orders. Mr. Deighton explains succinctly the causes that operate to prevent increase of numbers at the Agra College: the rival institutions of Aligarh and Allahabad draw away many who would otherwise resort to Agra. Both he and Mr. Thomson have done very excellent work. But should numbers further decline, it deserves consideration whether the Government College might not with advantage be abolished, giving way to other aided institutions in the neighbourhood. His Honor's policy to reduce to a minimum State interference in education, so long as the progress of education is not prejudiced thereby, is well known to you, and I am to invite your serious attention to the matter. The Benares Sanskrit College is in a satisfactory condition, and the results of the examination are creditable to Dr. Thibaut and his co-adjutors. The Canning College is divided into three departments,—Arts, Oriental, and Law. In the Arts department there were 95 students at the close of the year, this large attendance being due partly to the lowness of the fees charged, but chiefly to the thoroughness and excellence of the training imparted. The success of this college in the

No of, and attendance at, Government colleges, North-Western Provinces.

	Number.	Attendance.
English ...	3	148
Oriental ...	1	293
Professional or Law ...	1	28

examination has been noticed already. Messrs. White, Gall, and Pirie are to be congratulated on the well-merited success of the institution. The Oriental department showed a register of 93 pupils at the close of the year, and there were 73 Law students in attendance.

4. . *Secondary education.*—Schools in this category are divided into high and middle: the former sending up candidates for the Calcutta Entrance examination, while the latter are tested by the results of the departmental middle class examinations.

(*a*) From Government high schools 200 candidates went up: of these 3 passed in the first division (2 from Agra and one from Unao), 40 in the second, and 43 in the third. There are 59 high schools in both provinces. Of these 26 are Government institutions, 25 are aided, and the rest are private. The Government schools passed 86 pupils in 1879-80, against 123 in 1878-79. Of individual institutions, Benares did well, passing 21 candidates out of 40; while Bareilly passed 13 out of 15 (the best percentage); Allahabad 8 out of 21; Partabgarh 5 out of 7; and Fyzabad 4 out of 8. The schools at Bánda, Bara Banki, Sultanpur, Lakhimpur, and the town school at Haidargarh failed to pass any candidates: it would seem that these institutions have been too ambitious, and that it would be better if (for the present at all events) they were to confine themselves to teaching up to the middle class standard only. Of the 14 high schools professing to teach up to the Entrance examination in the North-Western Provinces, Bánda alone failed to pass any candidates; while Aligarh passed 1 only out of 8. Of the 12 Oudh high schools, 4 failed to pass any,—Bara Banki, Sultanpur, Lakhimpur, and Haidargarh. These results are noteworthy as pointing to what, were reduction desired, would form a fair case for such a measure in Oudh. But the Lieutenant-Governor and Chief Commissioner is unwilling to press at present the question of further reduction, the more so as it is hoped that the late revision in the Oudh Educational Department will produce beneficial results.

Number of, and attendance at, schools imparting secondary education, North-Western Provinces and Oudh.

	Schools.	Attendance.
Boys.		
(*a*) *English.*		
Government	68	2,687
Aided	76	2,213
Unaided	6	77
(*b*) *Vernacular.*		
Government	500	3,583
Aided	7	261
Total ...	657	8,821
Girls.		
English, aided	17	420
Grand Total ...	674	9,241

From aided schools there were 135 candidates, of whom 2 passed in the first division, 24 in the second, and 26 in the third. These institutions passed 52 pupils against 42 last year: private schools, 13 against 8. The only complete failures were the three following, and in all the number of candidates was very small:—

Dehra Mission (girls).
Mirzapur do. (boys).
Azamgarh do. (do.).

The Canning College, which passed 14 out of 23, and St. John's, Agra, which passed 7 out of 14, were the most successful of this class: and each claims the honorable distinction of having passed a pupil in the first division. From private (unaided) schools there were 45 candidates, of whom 3 passed in the first division, 5 in the second, and 5 in the third: and it is noteworthy that all in the first class, 4 of the 5 in the second, and 3 in the third, were LaMartinière students. These results are most creditable to the staff of the college.

You state that in your opinion the falling off in the total number who passed, as compared with last year, is due solely to the great fever epidemic. Considering, however, that in all the other examinations there has been an increase in the number of passed candidates, this explanation of the falling off under this head cannot be accepted as adequate. No doubt the fever had something to do with the result; and while His Honor looks to the department for better results as years go on, he is well aware that circumstances may combine to make one year inferior to another in its results, without faults on the side either of pupils or teachers.

(*b*) Turning to middle schools, tested by the middle class anglo-vernacular examination, the percentages of the passed to the examined were as under:—

Government Schools—(*a*) high schools, North-Western Provinces, 37; Oudh, 30: (*b*) middle schools, North-Western Provinces, 43; Oudh 14. The danger of high schools (which teach up to the Entrance) neglecting the vernacular element, is one which in His Honor's opinion must be guarded against; and I am to invite your careful attention to this. No one is more desirous than Sir George Couper of fostering the higher education *where the people want it;* but the Lieutenant-Governor and Chief Commissioner does not desire to conceal his predilection for a wider diffusion of vernacular education, such as will prove of practical utility to the community generally. The provincial results may be summarised as under:—

	Schools.	*Candidates.*	*Passed.*	*Percentage.*
Government high schools ...	25	322	112	34
Government middle schools ...	29	121	39	32
Aided high schools ...	21	248	48	19
Aided middle schools ...	15	63	8	12
Private schools ...	20	53	15	28

The Oudh anglo-vernacular schools have recently been re-cast (G. O. No. 302, dated 23rd February, 1880), and it is impossible as yet to say what the result of the revision will be. But they did poorly in this test. Of the 16 only 6 passed any pupils; and the total passed percentage was but 14 against 43 in the North-Western Provinces. This result points to the wisdom of the measures of revision above referred to. Of the Government schools, Bareilly was the most successful, passing no less than 13 out of 23. Cawnpore, Etáwah, and Bijnor also show satisfactory results; but Bánda is again behindhand, and Bahraich should have

dóne better. The schools at Rae Bareli, Sultanpur, and Kálpi failed to pass any candidates. In Oudh no less than 10 sent up candidates, all of whom failed; and as all these schools are situated away from the head-quarters of the several districts, this result goes far to justify the reforms that are now being introduced. From aided schools 311 candidates went up, of whom 56 only passed. The only schools of this class that achieved any success worth mentioning were the Victoriá High School at Gházipur, the Victoria School at Agra, and the Canning College at Lucknow. Fifteen schools failed to pass any candidates at all: and the authorities should be warned that unless they do better, their grant-in-aid may be withdrawn. The tables given on pages 11 and 12 show clearly in what subject each school especially fails, and a little extra attention paid to those subjects would no doubt be productive of good results. From unaided schools 53 candidates went up, of whom 15 passed.

5. *Middle vernacular.*—Institutions teaching up to this standard are those comprising the upper classes of tahsíli, pargana, and first class halkabandi schools, with the corresponding aided and unaided schools. The following table epitomises the results of the examination for the year under review :—

Schools.	Number.	Candidates.	Passed.
Tahsíli and pargana	174	530	242
Halkabandi	118	225	88
Inferior zila	5	12	7
	297	767	337
Aided	6	35	11
Private	8	22	4
Total ...	14	57	15
	311	824	352
Add Etáwah	2	5	4
Total, For 1879-80	313	829	356
Total, For 1878-79	408	1,098	236

These figures point to very marked improvement in the quality of middle vernacular education. The successful percentage is 43, against 21 in the preceding year. It is true that the number of schools (and of candidates) is less than before; but this is precisely the result which the Lieutenant-Governor and Chief Commissioner was desirous of bringing about. Provided primary education is well secured, His Honor is prepared to allow the higher stages to take their own course,—and that course should be a natural one. To push on boys who have neither the desire nor the ability for it to the higher stages; to permit schools, whose real object is primary teaching, to neglect 19 out of 20 boys in order that the twentieth may appear as successful in the middle vernacular test,—such a procedure seems to Sir George Couper to be eminently detrimental to the cause of general popular education. His Honor observes with satisfaction, therefore, that with fewer schools and fewer candidates, the results are so much superior in quality to those of the preceding year. As before, the schools in the Agra Division show the best results; 105 candidates having passed out of 149 who went up. The Meerut, Sitapur, and Rae Bareli Divisions show a falling off in the number of passed candidates this year as

compared with last; while the total failure of all who went up in the Kumaun Division is matter of regret. Only 118 halkabandi schools sent up candidates this year, against 165 last year; but the quality of the results was far superior. The decrease of schools attempting to teach up to this standard, and the attainment of better results by those which did, are both steps in the right direction.

6. Paras. 38-76 contain extracts from the reports of the various Divisional Inspectors on schools that impart secondary instruction. Your remark in para. 39—that the cause of many failures is injudicious class promotion—merits their careful consideration and attention.

Meerut Division.—The number of boys who passed from English schools was 24, from vernacular schools 36. The generally favorable report seems to be borne out by the results.

Agra Division.—Here 40 boys were successful from English, and 103 from vernacular schools. The Inspector reports favorably of nearly all the schools, and his opinion is supported by the general and marked success in the examinations attained by most. His remarks as to the *Mufid-i-Am* School (para. 44) should be brought to the notice of the authorities. It should apparently be aided as a primary school.

Rohilkhand Division.—Thirty-one and 49 passed respectively from English and vernacular schools. In several districts of this division there is room for improvement. The fever no doubt was partly to blame for the bad results attained in many cases; but while the same cause operated in the Agra and Meerut Divisions, the same result did not follow. The Inspector complains that the municipality of Sháhjáhanpur have reduced their subscription to the high school, but he should remember that there are other more necessary and more legitimate objects for a municipality to spend its money on. There is no reason why a municipality should not aid a school of a high class if it has available funds; many do; but the refusal in Sháhjahánpur was justifiable, because the committee could not pay those charges which have a first claim on the funds. The remarks of the Inspector, condemnatory of "middle" halkabandi schools, will be noticed in the section on primary education. The oriental schools, alluded to in para. 52, are, His Honor understands, endowed departments, in abolishing which there is no particular advantage—although their retention would seem to be, educationally, useless. I am to ask for a separate report as to their constitution and means of support.

Allahabad Division.—The numbers of passed pupils in this division from English and vernacular schools were 30 and 26 The report by the Inspector last year was very unfavorable; but, with the exception of Bánda, all the zila schools in this division have improved. Mr. Dodd's strictures in regard to Bánda seem amply borne out by the result of the examinations. The report sent in by the master of the Jaunpur zila school seems to have been anything but creditable to the writer,—a matter which will doubtless receive your attention. The aided schools all receive favorable notice. The middle class vernacular schools are not apparently in a

satisfactory condition. It is true that 12 more boys passed the middle class vernacular examination this year than last, but even so, a total of only 26 passed candidates is very inadequate. Allahabad and Fatehpur are said to be the most behindhand in this respect, and certainly it is far from creditable, that not one single boy should have passed from the Allahabad district. His Honor will watch carefully the results of the next year, and trusts they will be found more hopeful.

Benares Division.—Twenty-seven boys passed from English and 77 from vernacular schools. There are in this division a large number of halkabandi middle class schools that are classed as "inefficient." The other schools, both Government and aided, are favorably reported on, and the division as a whole has done well.

The *Jhánsi* and *Kumaun Divisions* passed 8 boys from English schools, and 15 (all in Jhánsi) from vernacular institutions. These schools all need careful attention and constant supervision.

Oudh.—The four divisions passed 43 and 36, respectively, as per the following statement :—

	From English schools.	From vernacular schools.
Lucknow	16	15
Sitapur	9	5
Fyzabad	10	7
Rae Bareli	8	9
Total	43	36

Mr. Nesfield reports favorably on all the zila schools, except those of Bahraich and Sultanpur. It is clear that some of the changes rendered necessary by the amalgamation are distasteful to him; but while it is open to him to express his opinions on these and other matters connected with the interests of the department (though an annual report is not the place for discussion of such questions), he is certainly not justified in using the reduced numbers as an argument. His comparison between the figures of 1876-77 and 1879-80 is misleading ; because the latter year was exceptional, attendance being greatly reduced by the severe outbreak of epidemic fever. Again, while it is certainly a matter of regret that the children of the well-to-do classes do not attend the zila schools in larger numbers, it is surely not matter of regret that those who cannot afford to pay even the trifling fees usually levied should remain away. Such pupils would spend valuable time in acquiring knowledge which could be of no possible use to them afterwards, gaining only a smattering enough to make them discontented with their lot in life.

Of the aided middle schools for girls, the Lál Bágh school is in a most satisfactory state. The LaMartinière shows a serious falling off in numbers, only 33 this year against 71 in 1871, and over 50 three years ago ; but the tuition is satisfactory, and the school does excellent work. The Inspector's remarks on the various middle vernacular schools in Oudh are interesting, and show that Mr. Nesfield's heart is thoroughly in his work. Many of these schools were constituted towards the close of the year out of the de-anglicised tahsíli schools, and it is

satisfactory to note that in many cases the change has been followed by an increased attendance, and that these schools are now supplying a want which before remained unsatisfied. The numbers of schools and pupils were as under :—

	1878-79.	1879-80.
Number	50	53
Pupils	542	619

The schools are more evenly distributed among the districts than they were before ; but there is still a good deal of inequality : Sitapur and Hardoi have 8 each ; Bara Banki and Unao 7 each ; Kheri 5 ; Lucknow, Fyzabad, Gonda, and Rae Bareli, 4 each ; Bahraich, Sultanpur, and Partabgarh, 2 each. In para. 75 Mr. Nesfield explains why the Oudh schools of this class show inferior results (judged by the examination test), as compared with similar schools in the North-Western Provinces. The curriculum difficulty has been removed; the other cause, the peculiar training given to the Oudh teachers, on whom devolve the task of preparing boys for the middle class examination, undoubtedly exists, and efforts should be made to remove all such differences as opportunity occur.

7. *Primary education.*—The subject of primary education is dealt with in paras. 77 to 103 of your report, which must be read with the extracts from the reports of district committees given in the appendix. There are several questions suggested by the perusal of these reports : these will be noticed in due course after the details have been examined. In connection with these details, I am to note that some of the totals in subsidiary form 4 appear to be incorrect, *e.g.*, under Oudh Government schools the total given is 1,210, while the actual total would seem to be 1,242.

The following statement shows the number of primary schools and the attendance at these for the two provinces :—

	North-Western Provinces.		Oudh.	
	Number of schools.	Attendance.	Number of schools.	Attendance.
Boys.				
English.				
Government	36	2,997	22	1,251
Aided	62	5,769	13	1,247
Unaided	12	364	4	225
Vernacular.				
Government	4,328	140,472	1,210	46,916
Aided	52	2,407	13	490
Unaided	8	202	13	436
Total	4,498	152,211	1,275	49,665
Girls.				
English.				
Government	...	...	...	...
Aided	18	1,002	5	440
Unaided	...	...	...	...
Vernacular.				
Government	130	2,821	59	1,820
Aided	85	2,697	12	277
Unaided	14	300	5	116
Total	247	6,820	81	2,153
Grand Total ...	4,745	159,031	1,356	51,818

Of the total number of pupils (210,849), 26,652 passed the upper and lower primary test. The "passed" percentage is thus about 12·5, but the change in system (para. 77) obviates the possibility of any useful comparison in this respect with the preceding year's results :—

	North-Western Provinces.	Oudh.
Upper	4,821	2,501
Lower	14,280	5,050
Total	19,101	7,551

Meerut Division.—The number of primary schools of all descriptions, and the attendance on March 31st, 1880, are shown in the margin. The Mussooree municipality should see that none but really indigent boys receive instruction at their school free of charge. The plan introduced in Bulandshahr, of requiring tahsíli teachers to write an annual report on the condition of their schools, seems calculated to make them take greater interest in their work, and might be adopted by other school committees with advantage. The Deputy Inspectors of the division appear to have worked to the satisfaction of the committees, with the exception of Aligarh, where the Secretary's strictures seem justified by the facts.

District.	*Boys.*		*Girls.*	
	Number.	Attendance.	Number	Attendance.
Dehra ...	17	636	2	75
Sahárunpur ...	138	4,556	21	571
Muzaffarnagar ...	133	3,821	2	39
Meerut ...	210	6,138	3	91
Bulandshahr ...	115	3,888	5	106
Aligarh ...	185	5,095	9	171
Total ...	798	24,134	42	1,053

Agra Division.—The table in the margin shows the number of schools in the different districts of this division. From the figures given by the Inspector it appears that 28 per cent. of the schools in this division are efficient. The worst district is Agra, with only 12 per cent., the best is Etáwah with 44 per cent. I am to point out that the Mainpuri committee appear to be laboring under a misapprehension. The object of education is not primarily—far less solely—to enable the learner to enter Government service or to open the door to his doing so. Education of the kind referred to is intended to fit the students for life, and to make them better men than they would otherwise be.

District.	*Boys.*		*Girls.*	
	Number.	Attendance.	Number.	Attendance.
Muttra ...	142	5,126	6	134
Agra ...	198	5,978	17	803
Farukhabad ...	137	4,354	7	199
Mainpuri ...	132	3,564	7	142
Etáwah ...	127	3,450	13	229
Etah ...	116	3,613	7	171
Total ...	852	26,085	57	1,678

In the *Rohilkhand Division* the schools are as shown in the margin. In this division, according to the Inspector, there are 3 municipal schools where English is taught. His Honor does not think much good can be expected from the smattering that alone can be imparted in such cases; but so long as the schools are not free, there is no actual objection. The girls' school at Pilibhít seems well managed. The suggestion made by the Bijnor committee, to teach boys to understand patwáris' papers, if not a new one, is none the less a good one, and worthy of general adoption. The plan introduced by Mr. Darrah in Moradabad, of opening an inspection book for the schools of the district, might be commended to the notice of all committees, or even prescribed authoritatively. In a few years time such a book would prove very valuable, especially to a new Secretary.

District.	Boys.		Girls.	
	Number.	Attendance.	Number.	Attendance.
Bijnor ...	109	3,190	9	205
Moradabad ...	148	4,642	27	666
Budaun ...	112	2,861	23	446
Bareilly ..	118	4,184	7	385
Sháhjahánpur ...	122	3,970	10	188
Pilibhít ...	57	2,177	1	60
Total ...	666	22,024	77	1,950

In the *Allahabad Division* the number of schools and attendance is shown in the margin. The Inspector examined 543 halkabandi schools, with the result that he found only 7·8 per cent. efficient. He takes a very gloomy view of primary education in the Allahabad and Fatehpur districts, and the serious attention of the district authorities must be invited to this. Even in Cawnpore (the best district) only 11·7 per cent. of the schools were found to be efficient, while in Allahabad and Bánda the percentages were 2·5 and 1·9, respectively. Either then the Inspector's standard is a high one (I am to ask for a precise definition of the term "efficient"), or education in this division is in a very backward state; and in either view the subject claims attention. In Bánda the Secretary notes that at no time of the day can the full number of boys who are in attendance be found present. Some come early, some come late. This is doubtless often the real explanation of what is called falsification of the registers. If a boy attends school only for five minutes, he is put down as "present." The attention of school committees should be invited to this. Let the hours be short; but if a boy comes to school, he should at least stay three hours, and if he fails to do so, he should not be counted as having attended. School discipline, on the English standard, is unknown in India; great caution is needed in such matters; but unless a boy stays a reasonable time in school, he should certainly not be recorded as "present" on that day. The committee in Allahabad appear now to be awake to the fact that their schools generally are in a bad condition, and no doubt increased attention will be followed by better results; and with a good Deputy Inspector (as the present seems to be),

District.	Boys		Girls.	
	Number.	Attendance.	Number.	Attendance.
Cawnpore ...	188	6,265	8	190
Fatehpur ...	121	3,925	1	12
Bánda ...	162	4,373	...	...
Hamírpur ...	92	3,439	2	42
Allahabad ...	194	6,844	10	303
Jaunpur ...	144	5,465	3	46
Total ...	901	30,311	24	593

this district will, it is to be hoped, not exhibit in future the disgraceful failure in the examinations that it did this year.

In the *Benares Division* the number of schools and the attendance on March 31st are as shown in the margin. The Inspector examined 292 schools, and remarks that there is not a district in which 50 per cent. of the schools could be considered efficient. If, however, they approach anything like this percentage, education in this division must be in a very much better condition than it is in Allahabad or elsewhere; and seeing that 103 boys passed the middle class examinations in Benares as against 56 in Allahabad, there can be no doubt that to a certain extent this is true. Still the Lieutenant-Governor and Chief Commissioner cannot help thinking that the standard here is lower than that at Allahabad. In the Mirzapur report it is said that the tahsíli school at Kon can never succeed. But the school is apparently appreciated, and some very fair pupils have been educated at it. His Honor will leave the committee to decide as to its retention or transfer.

District.	Boys.		Girls.	
	Number.	Attendance.	Number.	Attendance.
Azamgarh ...	165	7,319	3	124
Mirzapur ...	128	4,197	7	178
Benares ...	112	4,750	11	604
Gházipur ...	127	4,187	5	110
Gorakhpur ...	189	7,494	2	50
Basti	140	4,594	3	93
Ballia	66	2,315	...	...
Total ...	927	34,796	31	1,154

In the *Jhánsi Division* the numbers are as marginally shown. From the Inspector's report it seems that while Jalaun is slowly improving, the general state of primary education in Jhánsi is very inferior. The Secretary thinks that the Inspector's standard is too high; and judging by the result of the middle class examinations, the tahsíli schools at all events are in a fairly efficient state. The schools in Lalitpur are not very flourishing, but with the frequent change of Deputy Inspectors the result could hardly be otherwise. Supervision is essential to success, and some local knowledge is essential to proper supervision.

District.	Boys		Girls.	
	Number.	Attendance.	Number.	Attendance.
Jhánsi	64	1,507	1	21
Jalaun	89	2,403	1	23
Lalitpur ...	24	662	2	39
Total ...	177	4,572	4	83

In *Kumaun* the details of primary schools are shown in the margin. Education here seems in a fairly satisfactory condition, and the reports call for no special remark.

District.	Boys.		Girls	
	Number.	Attendance.	Number.	Attendance.
Kumaun ...	117	6,927	1	8
Garhwal ...	46	2,659	11	301
Tarái	14	503	...	...
Total ...	177	10,089	12	309

In *Oudh* there are apparently no special school committees as in the North-Western Provinces; but there is no reason why there should not be a sub-committee, to which would be entrusted functions similar to

those exercised in the older province. I am to invite your attention to this. The Inspector's report is very full and interesting. The Deputy Inspector of Bara Banki appears to have been behindhand in his work, and yet it does not appear that he has more work than he can manage. He only has 136 schools, and His Honor does not see why 300 inspections per annum should be enough for him, when the Hardoi Deputy Inspector can manage 572 in the year. The work of these Deputy Insp c-tors has been carefully examined in connection with recent proposals for the revision of the inspecting staff, and there is no reason to believe that there is too much for a zealous and active man to do in any district. Mr. Nesfield is of opinion, as regards primary education, that while Oudh is behind the North-Western Provinces in arithmetic, in the matter of spelling and penmanship it is far ahead. Mr. Nesfield knows nothing personally of village schools in the North-Western Provinces; but he quotes the above as the opinion of three officers now serving in Oudh, who have served in the North-Western Provinces. Such conclusions, unless based on careful inquiry and comparison, are apt to be misleading; but Sir George Couper is glad to believe that on the whole primary instruction in Oudh is in a satisfactory state, though there is ample room for improvement.

Division.	Boys.		Girls.	
	Number.	Attendance.	Number.	Attendance.
Lucknow ...	352	13,638	33	1,112
Sitapur ...	336	13 263	26	627
Fyzabad ...	336	12,937	12	252
Rae Bareli ...	284	10,203	10	162
Total ...	1,308	50,041	81	2,153

8. Among points of general importance, brought to notice in the extracts from committees' reports, the amount of the emoluments of the teaching class is a matter frequently alluded to. This is a question both of administrative and financial importance, and may suitably form the subject of a special reference to Government. It is obvious that Government cannot get good men without paying for them, but it is equally obvious that more should not be paid than can secure the class of men needed for the work. Other points mooted are—(1) the standard up to which halkabandi teachers should be allowed to instruct; (2) the levy of fees from the children of non-agriculturists; (3) the class of boys to which scholarships should be given; and (4) the principle on which class promotion should be regulated. These are all matters that seriously affect the success of the department and the diffusion of sound education; and they cannot be hastily or summarily discussed. The first was touched on in para. 8 of the review on the report for 1877-78. It has always been held that the object Government had in view was to give every boy, who wished it, a chance of acquiring a fairly sound knowledge of reading, writing, and elementary arithmetic, as well as a slight acquaintance with history and geography. It was in order to teach up to this standard that village (halkabandi) schools were established. But Government recognised that there were some boys in every district, who might, with advantage to themselves and their village, be allowed to continue their studies a little further; and to meet this

exigency, tahsíli schools were established to teach up to a higher standard. In these schools, however, fees were charged partly because the boys who resorted to them would not necessarily be the children of agriculturists, and partly because the standard of education was higher than Government felt itself called upon to provide *gratis*. Besides this, Government also recognised the fact that some children, whose parents lived at a distance from the tahsíli town, would be too poor to live apart from their parents without pecuniary aid, though the rather higher standard of education would profit them a good deal. For these boys it sanctioned the grant of scholarships. But here, it was held, the duty of Government ended. Any further education, such as that furnished at zila or other higher class schools, is a luxury which must be paid for to a greater or less extent by the guardian of the scholar. If this view be correct, it is clear that no halkabandi school should on any pretext whatever be allowed to teach beyond the primary standard. Yet in nearly every district middle class halkabandi schools are in existence. The evil results of this are most clearly brought out in the report for the Mainpuri district. Many complain of the neglect of the boys in the lowest classes, but Mr. Gray probably hits the real reason when he says :—"I know it is a common belief amongst the teachers of these schools that their claim to promotion will be decided wholly by the success of their pupils in the middle class vernacular examination." Once a master is allowed to get this idea into his head, he at once devotes all his time and attention to the one or two pupils at the top, to the exclusion of the rest. It is impossible to check this; and a simple and natural remedy would be not to allow any halkabandi teacher to have any higher class than (say) a third. The question of pay is of course a connected one; for a teacher who has only to impart primary instruction would not be entitled to the same pay as one who is required to impart secondary instruction. Apart from the general question above discussed, it would appear from the reports of the different Inspectors that the good done by these middle halkabandi schools is practically *nil*. By far the majority are ranked as inefficient. On this point the concluding portion of the Inspector's report for the Meerut Division is worthy of attention. He says,—"*All* the middle departments of the 18 halkabandi schools, except that of Jhanjhana, are ranked as *inefficient* by the Deputy Inspectors.....Six of them each passed a boy at the middle class examination." That is to say, in no less than 5 out of these 18 schools the master must have paid attention especially to one boy, and all but totally neglected the remainder.

His Honor's view is in the main that sketched above. The *raison d'être* of halkabandi schools is primary education. But Sir George Couper would not on this account absolutely bar all teaching higher than primary in every halkabandi school. If, as the Lieutenant-Governor and Chief Commissioner fears is too often the case, the primary education is neglected for the sake of the middle class (and this means that 9-10ths of the boys are neglected in order to push the remaining 1-10th through the middle class test), then His Honor would step in at once and interdict the practice. But

it is for the educational officers to keep Government acquainted with all such matters; and I am to ask you in future to give a list of all halkabandi schools that teach up to the middle class standard, noting the results, *both primary and secondary*, and giving your opinion as to the policy of allowing or disallowing the practice in each individual case. This will be a less sweeping, and perhaps as effective a measure, as the more drastic remedy of absolute interdiction. On the question of scholarships (paras. 115 to 117 of report) His Honor is not at present prepared to give a final and authoritative ruling. The subject has been discussed from time to time more or less fully; and before expressing an opinion on it, I am to say that the proposals referred to in your para. 115 are awaited. As regards the levying of fees from the children of non-agriculturists, I am to refer to the orders contained in para. 24 of last year's review. No committee need levy these fees unless it approves of them; and no committee should do so, if the effect is found to be prejudicial to the interests of popular education. The question of class promotion is one to which I am to invite your attention.

9. *Miscellaneous.*—The normal (divisional) schools in the North-Western Provinces and the normal (district) classes in Oudh, appear to have been working well. In the North-Western Provinces 118 men were turned out as qualified to impart instruction: trained teachers in short In Oudh 29 candidates obtained certificates. With the gradual extension of this system, His Honor trusts to see a marked improvement in the character of the teaching class, and a corresponding advance in the quality of the instruction imparted.

10. Nearly 700 pupils obtained posts under Government in the course of the year, chiefly in the Educational Department, on salaries ranging from Rs. 3 to Rs. 250 per mensem.

11. The question of the education of poor European and Eurasian children is under separate consideration, and the subject does not call for comment here. Gratuitous instruction is given to indigent children of this class at all the larger centres in the provinces.

12. So far as can be ascertained from the figures given in your report, the following statement summarises the cost to the State of the various kinds of education afforded:—

(1) University (English) education:—

Boys—Each student costs the State Rs. 653.

(2) In secondary education, each student costs the State as under:—

		Rs.	a.	p.
Boys	English	81	0	0
	Vernacular	23	0	0

(3) In primary education the cost is—

Boys	English	13	1	9
	Vernacular	4	4	4
Girls (vernacular)	... ...	5	11	11

These figures show how costly to the State is the higher education; and they point to the conclusion that great care and caution are necessary in connection with the extension of the higher education, unless the people are prepared to pay for it, or to assist in paying for it far more liberally than is at present the case. The policy of Government in regard to education is briefly to extend primary education as widely as possible; to encourage higher education among those who wish it, and who are prepared to sacrifice something for it; and to foster the aided system, under which in time the Government may be able to withdraw from that direct interference which is at present so essential to the progress of education, both high and low.

13. In conclusion, I am to convey His Honor's cordial acknowledgments to you for your interesting report, and for the ability and zeal with which you have carried on your important and onerous duties.

I have the honor to be,

SIR,

Your most obedient servant,

C. ROBERTSON,

Secretary to Government,
N.-W. Provinces and Oudh.